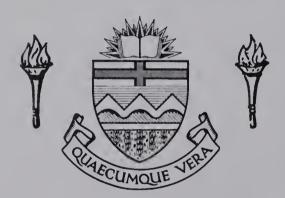
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# AN ANALYSIS OF THE TASKS OF THE PUBLIC EDUCATION AS PERCEIVED BY THE SECONDARY PRINCIPALS OF ALBERTA

by



JEAN ROLAND AUCOIN

### A THES IS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

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EDMONTON, ALBERTA

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# UNIVERSITY OF ALBERTA FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "An Analysis of the Tasks of Public Education as Perceived by the Secondary Principals of Alberta" submitted by Jean Roland Aucoin in partial fulfilment of the requirements for the degree of Master of Education.



#### ACKNOWLEDGMENT

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Sincere appreciation is also extended to Dr. D. Friesen and Dr. A. Earl, the other members of his Committee, for the valuable suggestions during the final phases of the study.

The writer acknowledges his indebtedness to the secondary principals of Alberta who generously took time off from their heavy schedules to answer and return the questionnaire which made this study possible.

To my friends and especially to my wife, Therese, for their encouragement and assistance during the complete project, I am deeply indebted and acknowledge this debt of gratitude.

#### ABSTRACT

The main purpose of this study was to determine the importance assigned to each task of the secondary school by the principals in the Province of Alberta. A second purpose was to establish how the ranking of the high school tasks were related to variables of the principals and of the schools.

Data were collected by mail. One hundred and fifty principals were sent a copy of <u>The T. P. E. Opinionnaire</u> developed by researchers at the University of Chicago and asked to rank the 16 tasks of the secondary school into 7 positions. The principals were also asked to complete a "Educational-Personal Information Sheet" which was included.

The ranking of the tasks was based on the analysis of the responses received from 114 principals.

The replies were analyzed in 13 different ways to correspond to 13 variables: age, sex, ethnic origin, religious preference, marital status, age group of offspring, number of professional and academic training, recency of formal education, academic major, years of teaching experience, years of experience as a principal, type of school, and type of district.

The tasks of the secondary school were ranked according to the sizes of the medians for each sub-population of each variable. The variability within each sub-group was determined by the computation of the quartile deviations. The variability among the sub-populations was computed by the application of the Kolmogorov-Smirnov two-sample test; every possible comparison was made. The level of significance in the differences in the ranking of the tasks was found by the

calculations of the chi-squares.

The analysis of the returned questionnaires indicated considerable amount of agreement among the principals on the ranking of the tasks. The Kendall coefficient of concordance for the total sample population was significant at the .001 level. Even though agreement was high, disagreement was observed.

In general it can be concluded that the intellectual tasks were assigned higher priority than tasks in the other dimensions.

Of the 13 variables taken into consideration, religious preference, years of training, years of experience, and the type of school district in which the principal is employed would seem to be the best predictors of the education viewpoints of the principal.

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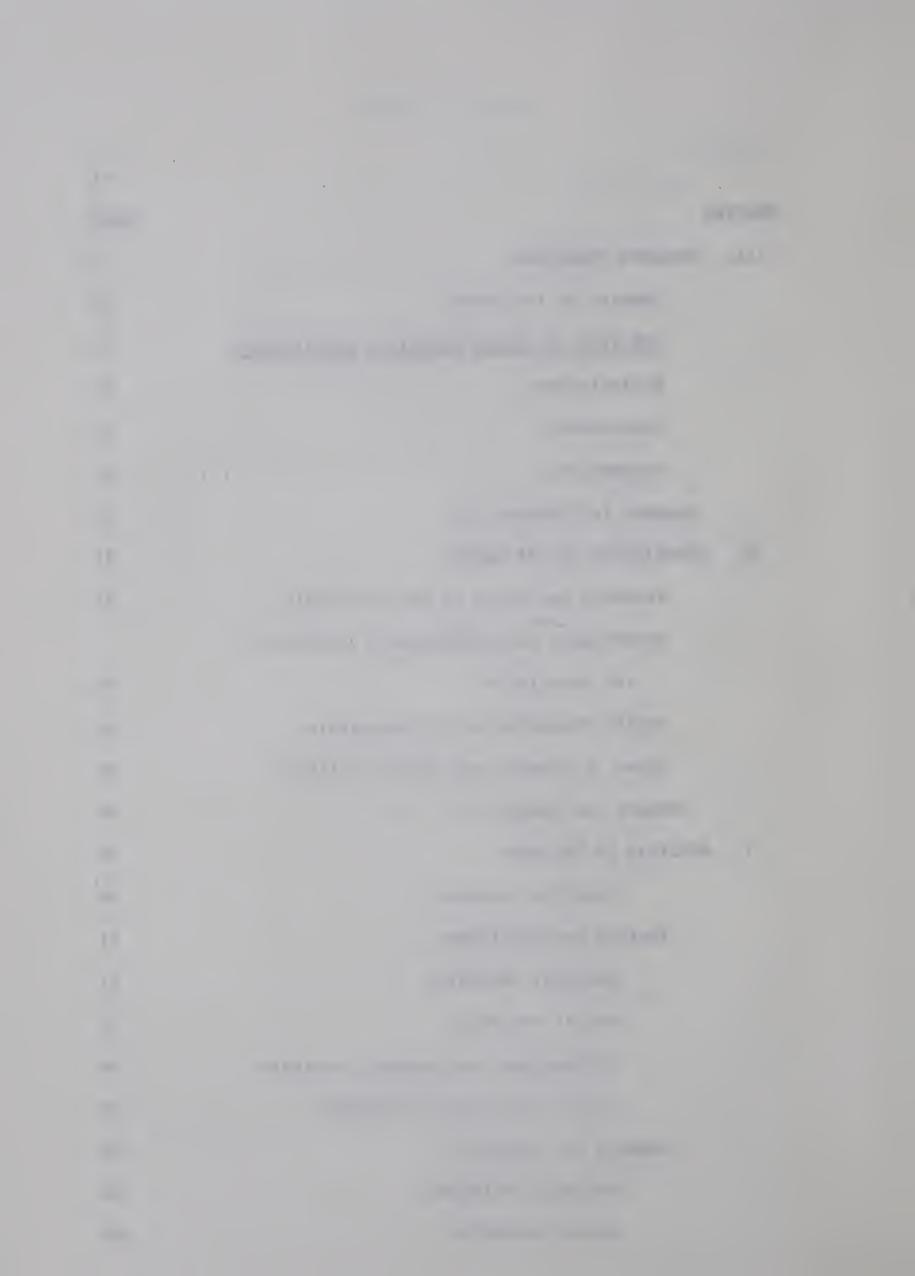
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#### CHAPTER I

#### INTRODUCTION

The present is said to be an age of unprecedented advances in knowledge and technologies. Every institution which is to stand a fair chance of survival has to periodically adjust its goals and processes to the demands of society. The school, as any other institution, must adjust to the conditions of the time. McMurrin makes the following observation concerning the school:

The schools, traditionally overconservative in their ways, must cultivate the capacity to change when the conditions of society call for something different or when the educational research and technology demand the use of new methods.

As the body of knowledge expands and societal values vacillate, the school is caught in a whirlpool of contradicting demands made on it by a critical public. Downey identifies three vocal sources of criticism:

The best known of the violent critics of the high school appear to be of three general types: first, the scholar-critics, frequently found in university circles, whose major criticism of the high school is its alleged disregard for academic pursuits; second, the public hero-critics whose achievements in their own field gain support for opinions about education; and third, the professional writer-critics who find education the kind of controversy that provides lively journalistic material.

Somehow the educational agencies, the departments of education and the local school boards, must crystallize the public will and trans-

<sup>&</sup>lt;sup>1</sup>Sterling M. McMurrin, "What Tasks for the Schools?" <u>Saturday</u> Review, (January 14, 1967), p. 6.

<sup>&</sup>lt;sup>2</sup>L.W. Downey, <u>The Secondary Phase of Education</u> (Toronto: Blaisedell Company, 1965), p. 6.

form it into concrete tasks for the school. Caught in a period of time known for its changing quality, the school must ever question and realign its tasks to the demands of the public and the immediate need of its clients. The situation facing secondary teachers is well expressed by Dean N. V. Scarfe:

Since society is now so rapidly changing and so dynamic, the school has to be creative rather than conservative, constructive rather than conforming. Children must be prepared for new ways of living, new ways of thinking and new ways of feeling. These changes are coming to us at so rapid a change that, despite the excellent recommendations of royal commissions, there has to be a continuous built-in reappraisal of the secondary education every few years. An experimental approach is essential, for few are the people who know exactly how to teach or what to teach in the new secondary schools of today. Still more difficult is to know how to train teachers for the new and exciting tasks in these modern schools in the future.

#### I. THE PROBLEM

Attempts to codify the tasks of education have mainly emphasized two conclusions: (1) the lack of an existing educational philosophy to which all the general public can subscribe and (2) the lack of agreement on the specific tasks of the school. <sup>4</sup> The purpose of this study was to determine whether correlations exist between the ranking of the various tasks of education by the secondary principals and selected variables, relevant to these principals, in the secondary schools of the Province

<sup>&</sup>lt;sup>3</sup>B. Y. Card, "Professional Teachers' Perceptions of Social Factors Influencing Learning," (in <u>School Achievement in Rural Alberta</u>, eds. B. Y. Card et al., Edmonton; Alberta Advisory Committee on Educational Research, 1966), p. 10, citing Lawrence W. Downey and L. Ruth Godwin (eds.), <u>The Canadian Secondary School: An Appraisal and Forecast</u> (Toronto: MacMillan Company of Canada and W. J. Gage Limited, 1963), p. v. (Foreword).

<sup>&</sup>lt;sup>4</sup>L. W. Downey, "The People and Their Schools," <u>Saturday Night</u>, LXXVI (July, 1961), p. 16.

of Alberta.

#### Specific Statement of the Problem

What is the relative importance placed upon the different tasks of the school by the secondary principals; and how is the ranking of these tasks related to certain variables descriptive of the principals and the schools?

<u>Sub-problems</u>. What are the relations between the perception of the importance of school tasks as seen by the secondary principals and the following variables?

- I. Principal's personal variables--age and sex,
- II. Principal's social variables--ethnic origin, religious preference, marital status and number of offspring,
- III. Principal's academic and professional variables--number of years of professional training, recency of formal education, academic major, years of teaching experience, years of experience as a principal,
- IV. School variables--type of school and type of school district--(e.g. division or county, public or separate, academic or vocational, etc.).

#### Statement of Hypotheses

- I. There will be no significant differences in ranking the importance of the tasks of education based on the sex of the principal.
  - A. There will be significant differences in ranking the the importance of the tasks of education based on sex.
- II. There will be no significant differences based on the age of the principal.
  - A. There will be significant differences based on age.
- III. There will be no significant differences based on the religious preference of the principal.
  - A. There will be significant differences based on the religious preference of the principal.

- IV. There will be no significant differences based on the marital status of the principal.
  - A. There will be significant differences based on the marital status of the principal.
  - V. There will be no significant differences based on the ethnic origin of the principal.
    - A. There will be significant differences based on the ethnic origin of the principal.
- VI. There will be no significant differences based on the number of offspring the principal had, has, or will have attending school.
  - A. There will be significant differences based on the number of offspring the principal had, has, or will have attending school.
- VII. There will be no significant differences based on the amount of professional and academic training of the principal.
  - A. There will be significant differences based on the amount of professional and academic training of the principal.
- VIII. There will be no significant differences based on the major field of study of the principal.
  - A. There will be significant differences based on the major field of study of the principal.
  - IX. There will be no significant differences based on the recency of formal education of the principal.
    - A. There will be significant differences based on the recency of formal education of the principal.
  - X. There will be no significant differences based on the teaching experience of the principal.
    - A. There will be significant differences based on the teaching experience of the principal.
  - XI. There will be no significant differences based on the number of years of experience as a principal.
    - A. There will be significant differences based on the number of years as a principal.
- XII. There will be no significant differences based on the type of school in which the principal is employed.
  - A. There will be significant differences based on the type of school in which the principal is employed.

- XIII. There will be no significant differences based on the type of school district in which the principal is employed.
  - A. There will be significant differences based on the type of school district in which the principal is employed.

## Importance of The Study

Current literature attests to the importance of having clearly defined tasks in education. Taba<sup>5</sup>, Downey<sup>6</sup>, Bruner<sup>7</sup>, and Baker<sup>8</sup>, are but a few who have stressed the need for clear educational objectives. At the school level, the need for clear specific goals becomes imperative if the program is to have continuity and coherence. Any institution which is to function with a minimal loss of energy must have all its components directed toward the achievement of its goals. The effectiveness of the school is to a degree dependent on the clarity with which the staff members perceive its goals.

The principal as the educational leader in the school must have a clear conceptual image of the tasks of the school. Bargen states:

<sup>&</sup>lt;sup>5</sup>Hilda Taba, <u>Curriculum Development: Theory and Practice</u> (New York: Harcourt, Brace and World, <u>Inc.</u>, 1962).

<sup>6</sup>L. W. Downey, The Task of Public Education (University of Chicago, Chicago: Midwest Administration Center, 1960), (Mimeographed.)

<sup>&</sup>lt;sup>7</sup>J. S. Bruner, <u>The Process of Education</u> (New York: Vintage Books, 1960).

<sup>&</sup>lt;sup>8</sup>H. S. Baker, "Re-examining the Purposes of Education," Canadian Education and Research Digest, III (September, 1953), pp. 191-193.

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To me, one of the basic jobs of the principal is to perceive with wisdom and balanced judgement the tasks and problems of his organization. Without such a perception there can be no real leadership and his job of doing 'thus and thus' becomes a series of meaningless activities.

A present trend emphasizes the democratic process of reaching decisions. Accordingly, all members of an institution affected by a decision should participate in the making of the decision. It would seem that in a school, teachers should participate in the decision making process by presenting alternatives and by investigating the possible consequences of each alternative. While the principal may encourage the staff members to make suggestions, it is he who has the authority to make the decision and who has to accept the responsibility for it. Even as a leader, when the group is studying alternatives, "... he \_\_the principal\_7 also has the task of motivating people to act in a manner conducive to attainment of the organizational objectives."

As coordinator of the educational activities, the principal must initiate processes necessary for each member of the teaching staff to study and adopt a common set of goals. This requires the development of a learning situation. The individual teacher must somehow internalize the goals of the school so that the goals he sets for himself will be

<sup>&</sup>lt;sup>9</sup>P. F. Bargen, "Of Principals and Leaders," (in <u>The Tasks of the Principal</u>, ed. F. Enns, Edmonton: The Policy Committee, Leadership Course for School Principals, 1963), p. 3.

<sup>10</sup> E. Miklos, "Some Aspects of the Social Structure of a School," (in <u>The Tasks of the Principal</u>, ed. F. Enns, Edmonton: The Policy Committee, Leadership Course for School Principals, 1963), p. 21.

related to those of the school. As the school grows in size and complexity, there is greater need for clear communication and cooperation among teachers and administrator if the tasks of the school are to be achieved.

The behavioural sciences suggest that such a task of adjusting and/or changing attitudes is best realized by group processes. MacKay's first guideline to the principals for bringing about behavioural change is, "It is usually easier to change individuals formed in groups than to change any one of them separately." Openshaw offers this suggestion for improving agreement on goals:

The teacher must have the opportunity to help set the goals and plan the activities in which he is to participate, for all behavior is goal-centered.

Students of the process of change suggest that people's involvement and participation in the growth and productivity of an enterprise are directly related to the opportunity which they have to affect the alternative courses of action open to them. Therefore, all decisions cannot be made in the district office apart from the expectations and feelings of those who will be involved, if in-service work is to change behavior toward desired ends. The teacher must identify with the program in a deeply personal way.

A clear perception of the goals the school is striving to achieve is an asset to the principal in the operation of profitable in-service programs.

More and more the principal of a school is considered its

<sup>11</sup>D. A. MacKay, "Inservice Education: A Strategy for Staff Development," (in The Principal and Program Development, ed. F. Enns, Edmonton: The Policy Committee, Leadership Course for Principals, 1964), p. 71.

<sup>12</sup>C. Openshaw, "Attitudes for Growth," <u>Educational Leadership</u>, XX (November, 1962), p. 92.

educational leader. S. A. Earl points to the difficulties that have to be overcome by the principal in his role of educational leader:

It seems to me that a principal's effectiveness as an educational leader is a function of his understanding of the forces which are impinging on society and of his skill in developing and maintaining a viable education program aimed at providing the kind of social environment which will motivate children, youth, and adults to acquire the knowlege, skills, attitudes and values appropriate in a changing society. To educate for the present is a most difficult task, to educate for the future is a formidable task.

The success of the leader will, in no small measure, depend on his proper timing for the introduction of change. As pointed out by Earl, the principal must read the signs from society, but the educational directions are seldom clearly expressed by the community. Yet the principal is faced with the task of deciphering the indications of the present so that the present school population will be prepared suitably either to enter the world of further education or the world of work. In some way the principal must confirm his beliefs concerning the objectives he deems suitable for his school if he is to act with the decisiveness and conviction demanded of a leader. However, there are few sources to which the principal can turn for reviewing and clarifying his own stand on the goals of education. A comparison of his views with those held by his colleagues should prove a worthwhile undertaking. As principals are daily involved in the directing of schools, they are in an advantageous position to appraise the school and to make suggestions

<sup>13</sup>s. A. Earl, "Social Change and Implications for the School Administrator," (in <u>The Principal and Educational Change</u>, eds. E. Miklos and H. E. Farquhar, Edmonton: The Policy Committee, Leadership Course for Principals, 1966), p. 12.

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concerning changes in the tasks of the school.

### II. ORGANIZATION OF THE REMAINDER OF THE THESIS

Chapter II Review of the Literature

Chapter II Research Procedure, Instrument, Delimitations, Limitation, and Assumptions

Chapter IV Description of Sample

Chapter V Analysis of Data

Chapter VI Summary of Study and Conclusions

#### III. SUMMARY OF CHAPTER I

The importance of the goals of any organization, be it a school, commerce, industry or politics is stressed over and over again by every student of organizations.

The problem in this study is to investigate the relative importance placed on each task of the school by the principals in the province of Alberta.

#### CHAPTER II

#### REVIEW OF RELATED LITERATURE

# Introduction.

The tasks of the school have been the center of a continuing controversy ever since the origin of that institution. The controversy has preoccupied eminent philosophers and educators in every historical period of civilized man. A complete review of the published materials on the subject would constitute an immense undertaking. Most of the prevalent literature, current and past, was sifted by the developers of the T.P.E. Opinionnaire. Downey indicates the extent of the task, "The framework reflected the convictions of thousands of individuals who presumably were influential in educational matters." 1

The present is a time of unprecedented criticisms hurled at the school from many segments of society. The messages are far from reaching agreement, "There is, in fact, a constant babble of voices as millions of people with many and often conflicting ideas speak about education."

#### The School: A Partner

It could be said that the ultimate goals of education are as broad as the goals which the society has for its people. The school, however, cannot and must not assume that it is responsible for all

<sup>&</sup>lt;sup>1</sup>L. W. Downey, <u>The Secondary Phase of Education</u> (Toronto: Blaisedell Company, 1965), p. 45.

National Education Association, Schools for the 60's (Washington, D.C., 1963), p. VI.



educational activities of youth, or, even, of adults today. The school must realize that it is a partner with other agencies and that it must only attempt to perform the educational functions for which it is best suited. Were the school to embrace too many tasks, it would be doomed to mediocraty, if not to complete failure. In adopting appropriate tasks, the school must limit the number of tasks it will undertake and then it must assign the proper priority to these tasks. Downey underlines the importance of this procedure:

The completely effective performance of a task is a rare achievement in any situation. In five or six hours a day, 180 to 190 days a year, the public school can only do certain things for certain students. It seems ridiculous to presume then that all the task elements are of equal importance in all situations and for all youngsters. Thus listing the task elements is only half of the job; they should also be assigned specific priorities of importance.

## The School Must Mirror Society

What, then, is the basis for the formulation of the school tasks? The tasks of education must somehow reflect the type of society which the school is designed to serve. In a democratic country, the tasks set for the school must mirror the will of the citizens. But this public will is seldom clearly defined. In re-examining the tasks of education, H.S. Baker makes the following statement:

Still others maintain that our basic problem has to do with the determination of educational purposes---that if only we

<sup>3</sup>L. W. Downey, The Task of Public Education (University of Chicago: Midwest Administration Center, 1960), p. 75.

could decide where it is we want to go, and why, most of our troubles would be over.

Unfortunately, the solution is not as simple as some individuals would have us believe. The goals of education in a dynamic society cannot achieve the permanency that such people would attach to them. Rather it seems more rational to accept the view expressed by Dean Scarfe that the goals will have to be revised every second year or so. Hilda Taba concurs with Scarfe on the need for continual re-adjusting of the educational goals:

If society and culture are changing, then it is the task of the school to play a constructive role in the change. Education must adjust its aims and program to the changing conditions, and, if possible foreshadow them, especially under conditions of rapid change introduced by modern technology. Without a continual reorientation to changing conditions education becomes unreal and in a sense useless because it doesn't prepare youth for life's problems and responsibilities. To meet changing conditions means, of course, that both the aims of education and the program devised to implement these aims, including the orientation brought to bear on the materials used must be changed also.

What broad guidelines can the task setters follow in the performance of their duties? The obvious answer would be that they should take their lead from the educational philosophy held by society. But Downey and his associates have come to the conclusion that there is no education philosophy undergirding the school system in America. The task setters must, therefore, establish goals on which a large majority of the citizens

H. S. Baker, "Re-examining the Purposes of Education," <u>Canadian</u> Education and Research Digest, III (September, 1953), p. 181.

<sup>&</sup>lt;sup>5</sup>Hilda Taba, <u>Curriculum Development: Theory and Practice</u> (New York: Harcourt, Brace and World, Inc., 1962), p. 15.

can agree. Taba<sup>6</sup>, Downey<sup>7</sup>, Bruner<sup>8</sup>, and others suggest that the school must inculcate in the learners knowledge, tradition, attitudes, values, and techniques that are approved by the society which the school serves. Many authorities suggest that a proper balance need be established between that which is old (historical) and that which is new and more useful. Another balance must be established and that is, as referred to by B. Franklin, that which is "useful" and that which is "ornamental"<sup>9</sup>. The list of compromises, and the educational goals are essentially compromises between that which is considered best and that which is possible, could be lengthened considerably. In setting the tasks of education for the school, two major elements must be considered, the immediate client of the school and the social group which the school is to serve.

## The Task Setters

In a decentralized school system, as is common in Canada and the United States of America, the setting of the school tasks rests with three agencies, the department of education, the local school board, and the local school. All three agencies must attempt to embody in their decisions the will of the public to the greatest degree possible.

The broad objectives for Canadian Schools are laid down by the

<sup>6</sup> Taba, op.cit.

<sup>7</sup>L. W. Downey, The Task of Public Education, op.cit.

<sup>&</sup>lt;sup>8</sup>J. S. Bruner, <u>The Process of Education</u> (New York: Vintage Books, 1960).

<sup>9&</sup>lt;u>Ibid</u>., p. 4.

various provincial departments of education. Generally the goals for the school are published in two brochures: the general aims are usually published in the form of a yearly <u>Handbook</u> and the more specified aims are published in pamphlets most often referred to as <u>Guides</u>, e.g. <u>The Curriculum Guide to English</u>, <u>The Curriculum Guide to Social Studies</u> and the like.

Because the departments of education are political agencies, they possess weaknesses inherent in them. The chief responsibility of the departments in this domain consists in reducing the public will to practical tasks for the school. This is by no means a light chore as well indicated by H. S. Baker:

The concept of the 'public' will is, or course, a hazardous one--even in a democracy. Most parents have no clearly formulated 'will' for public education except, perhaps, that their children should 'get along well in school.' And those who have thought more deeply would differ substantially among themselves in many respects. Nevertheless our form of political democracy means the provincial governments, in education as in other concerns for which they carry constitutional authority, must assume the existence of a public will---if only in terms of the majority consent.

The clarity of the public will is rendered more obscure and uncertain by the various pressure groups that desire to make their particular views prevail. Of course, in a free society any interested individual or group has the right to present his case and the right to be heard. But it takes an almost infinite amount of ability and patience to reduce the clamors to a common denominator that would make it possible

<sup>&</sup>lt;sup>10</sup>Baker, <u>op.cit</u>., p. 183.

to consider the proposals for their intrinsic value devoid of all emotional sentiments. Downey expresses concern about the ability of a political agency to perform such a task without bias:

Legislatively, the task is prescribed by the enactments of state government and the policies of the local boards of education. All too frequently, however, the actions of these bodies are precipitated by the demands of noisy and powerful minorities, and because government and boards have found no rational basis for discrimination, the resulting prescriptions of the school's tasks are more likely to be the demands of the loudest minority than the products of intelligent consideration.

There is no doubt that political expediency plays an important part in the setting of the goals of school, but two factors have neutralizing effects on the demands of pressure groups.(1) The various pressure groups, in many instances, cancel one another out, for example, the demand that the tasks of the school be strictly restricted to "intellectual endeavours" is countered by another demand that "vocational education" be made part of the school program.(2) The departments of education have been relatively successful in attracting to their service individuals of high caliber--real leaders. While the public agencies must take into account the will of the electorate, it must not be assumed that they are strictly limited to this criterion. Hon. Woodrow S. Lloyd expresses his belief concerning the latitude of actions public servants might exercise:

The role of the government is not fulfilled by a mere statistical analysis of public opinion. It is additionally to interpret and

<sup>11</sup> Downey, The Task of Public Education, op.cit. p. 3

-- in the light of broader information and vision--to evaluate and upgrade. In short, to lead.

The fact remains that a certain amount of instability is inherent in agencies that are based on fickle politics. To overcome this weakness, J. I. Goodlad suggests:

We need to establish several independent regional curriculum study centers staffed with specialists in the relevant fields of inquiry for the purpose of conducting the necessary studies and desseminating their findings.

Such centers would be of considerable help in steadying the course of education and in providing a solid foundation for the re-examination of the school tasks.

## <u>Difficulties in Establishing Tasks</u>

Difficult as it may be, goals for the school have to be formulated.

S. M. McMurrin emphasizes the importance of having clear goals for the school: "In a society that feeds on a rapidly advancing and sophisticated technology, the failure to have clear and forceful purposes and viable ends could be disastrous." 14

The effort needed to create a conceptual design of the public will and transforming this design into a suitable structural pattern is indeed a monumental undertaking. Yet, this is the duty imposed on the provincial departments of education in Canada. Nor is the formulation of tasks in terms so general that they are but platitudes rather than

<sup>12</sup> Baker, op.cit., p. 184.

National Education Association, <u>Planning and Organizing for Teaching</u>, op.cit., p. 26.

<sup>14</sup> Sterling M. McMurrin, "What Tasks for the Schools?" <u>Saturday</u> Review (January 14, 1967), p. 40.

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guidelines acceptable. Goodlad states, on this question:

Objectives are statements of educational intent expressed so specifically as to establish criteria for selecting and organizing what is to be taught. A valid set of these objectives is a set that adequately reflects societal aims for the school. 15

It is therefore clear that objectives for the school cannot be set so nebulously that they serve no useful purpose, nor can they be so narrow and specific that they prohibit slight deviations to adjust the school program to local conditions. As mentioned above, the department must set two kinds of objectives: those which describe the school-wide outcomes, and those which describe the behaviors to be developed in particular units, subject areas, courses, or grades.

## Making General Tasks Operative

The general tasks of the school as formulated by the department of education become the guidelines for action on the local school scene. These guidelines must become the focus of the provincial school system, for without these limitations the school system would possess no uniformity, while unity carried too far may be inhibiting, a certain degree of it is necessary in this era of great geographical mobility. These lines, on the other hand, must not be so stringent that they afford no flexibility to meet the demands of local conditions. It is at the school level that objectives must be made operational and preferably

National Education Association, <u>Planning and Organizing for Teaching</u>, <u>op.cit.</u>, p. 227.



defined as behavioral responses desired of the learner. A Report of the NEA Project on Instruction states most clearly the need for school objectives: "The professional staff is responsible for translating the broad aims into specific objectives that indicate priorities and define clearly the behaviors intended for the learners." Saylor and Alexander list the following seven reasons why the principal and staff should spend time and energy in developing clear tasks for the school.

- 1. Clarify the role of the school. The statement of aims will define the responsibilities and functions accepted by the school. It will enable parents and citizens to ascertain the sets of behavioral responses the school believes to be desirable and which it assumes responsibility for teaching.
- 2. Guide decision making. In determining school policy reference to the statement of the aims of the school will constitute a basis for making decision.
- 3. Determine the selection of units of school learning experiences. Selection from among the almost unlimited range of units of experience that could be contrived by the school is, of course, necessary. Choices are determined by the outcomes to be sought by the school. There is no other way in which to select school experience, whether the aims are stated or are implicit in the behavior itself.
- 4. Set the parameters for the school experiences of pupils. As the teacher directs the behavior of pupils, the bases for such direction are the outcomes the teacher expects. The parameters of all the experiences for pupils that are guided and directed by a teacher are the aims of education.
- 5. Serve as a guide for the development of pupil motives. The teacher will use all his professional skill to elicit in all pupils participating in a unit of school experience the motives that promise to result in the behavioral responses that he strives for.
- 6. Provide the basis for evaluating the curriculum of the school. Evaluation of the school will be done by many persons. Teachers should determine the extent to which pupils in the school build into learning the desired behavioral responses. Administrators and board of education will appraise the work

<sup>16</sup> Ibid., p. 50.

of the school to determine the extent to which it is attaining the ends envisioned. The citizens themselves will judge the effectiveness of the school in some degree at least by observing and analyzing the behaviors of the pupils of the school. Aims thus become the basis for such evaluations. If the objectives have been formally defined and have been approved by teachers, board members, administrators, and citizens, evaluations will be more valid, thorough, and significant for further planning and decision making.

7. Enable the staff and the board of education to improve the curriculum. Improvement is impossible unless there is some determination of what constitutes goodness. Any changes in the program and structure of the school, therefore, should be in the direction of trying to achieve more effectively the ends sought through school experience.

As is the case for officials of the departments of education, the school principal and his staff, who have studied the needs of the students in modern society and are convinced of the validity of certain tasks for the school, should not be limited to popular demand, but should, through the exercise of leadership, convince the school patrons of the necessity of adopting the new goals or of shifting the emphasis on already accepted goals.

#### I. RESEARCH SURVEYS

# Chicago Study

It has been stated that the tasks set for the school by the official bodies should be closely related to the desire of the public. Few surveys have endeavoured to assess the differences existing between the

<sup>17</sup> Saylor and Alexander, <u>Curriculum for Modern Schools</u>, (New York: Holt, Rinehart and Winston, Inc., 1966), pp. 157-158.

opinons held by professional educators and the opinons held by the general public. A number of researchers at the University of Chicago have developed an instrument, The T. P. E. Opinionnaire, which renders such a comparison feasible. The instrument was also designed to gather information in an attempt to discover why and in what respects people differ in their basic educational viewpoints. Having developed the Opinionnaire, the researchers carried on an extensive research project. (The procedure followed by the researchers in developing The T. P. E. Opinionnaire is outlined in Chapter IV and the Opinionnaire is included in Appendix A.)

## Sample population.

The researchers selected arbitrarily four geographical areas in the United States and one in Canada. In each area, three communities were selected which would hopefully represent a typical residential suburb, a typical independent industrial city, and a typical independent farm town.

#### Regional differences

Analysis of the returns demonstrated that the five regions differed in their perceptions of the tasks of the public school. Downey reports:

The Midwest assumed what might be called a middle-of-the-road position; The West deviated in the direction of socialization; the South emphasized personal development, particularly physical; and Canada, the greatest deviant, favored intellectual, world-citizenship, and aesthetic development, but minimized the physical and the patriotic aspects of education.

The degree of difference between the Canadian region and any

<sup>18</sup> Downey, <u>op.cit.</u>, p. 37

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region in the United States was greater than any difference exhibited by the comparison of any two regions in the United States. Downey continues:

First, Canadians appeared to believe, more emphatically than did Americans, that the public school should serve the individual; Americans believed, on the other hand, that it should serve society. Canadians as a group, assigned considerably higher priority than did Americans to knowledge, scholarly attitudes, creative skills, aesthetic appreciation and morality, as outcome of schooling. Americans emphasized physical development, citizenship, patriotism, social skills and family living much more than Canadians.

Downey sumarizes the other findings of the Chicago project in this manner:

- 1. There was a high degree of agreement regarding the task of the public school. All respondents, both educators and non-educators, perceived intellectual development to be the most important outcome in public schooling. There were, however, subtle disagreements, variations in the amount of emphasis people were willing to place upon the intellectual or other aspects.
- 2. Occupation and amount of schooling were the best predictors of educational belief. Perhaps these are related, but two variables emerged more or less independently as consistent indicators of perception of the task. The higher one's position on the occupational continuum, the greater the importance he assigned to the intellectual, the aesthetic, and the world citizenship aspects of the task; conversely, the less importance he assigned to the physical, the moral, the consumer, and the vocational aspects. Similarly, the more schooling the respondents had themselves, the more they tended to emphasize the intellectual aspects and minimize the social, physical, and vocational aspects of education.
- 3. Age was a somewhat less reliable predictor, as were race and religion. It was rather surprising to note, however, that the older the respondent, the more he tended to favor the physical, the patriotic, the moral, and the family aspects of education; the younger the respondent, the more he tended to favor the intellectual and related aspects.

<sup>19 &</sup>lt;u>Ibid.</u>, p. 44.



Catholics, as a group, placed greater emphasis upon the patriotic, the civic, and the moral elements than did the Protestants.

Negroes, as a group, placed greater emphasis upon the physical, the social, and the moral than did the whites.

- 4. Community-type, income, sex, and proximity-to-school did not prove to be variables closely associated with educational viewpoints.
- 5. The factor analysis identified three basically different educational philosophies or perceptions of the school's task, and three corresponding groups or respondents. The points of view were: first, a high value upon the intellectual and related components; second, a high value upon the productive and related intellectual skills, with a corresponding low value upon the social and certain aspects of the personal; and third, a high value upon the social, particularly the civic and patriotic, and a corresponding low value upon the personal, particularly the physical and the aesthetic.

Since the present study was concerned with the viewpoint of professional educators, the observations made by Downey on this group are interesting. He states:

Educators assigned a significantly higher priority of importance to three of the intellectual items than did non-educators. They also placed greater emphasis upon emotional stability, 20 aesthetic appreciation, citizenship, and world citizenship.

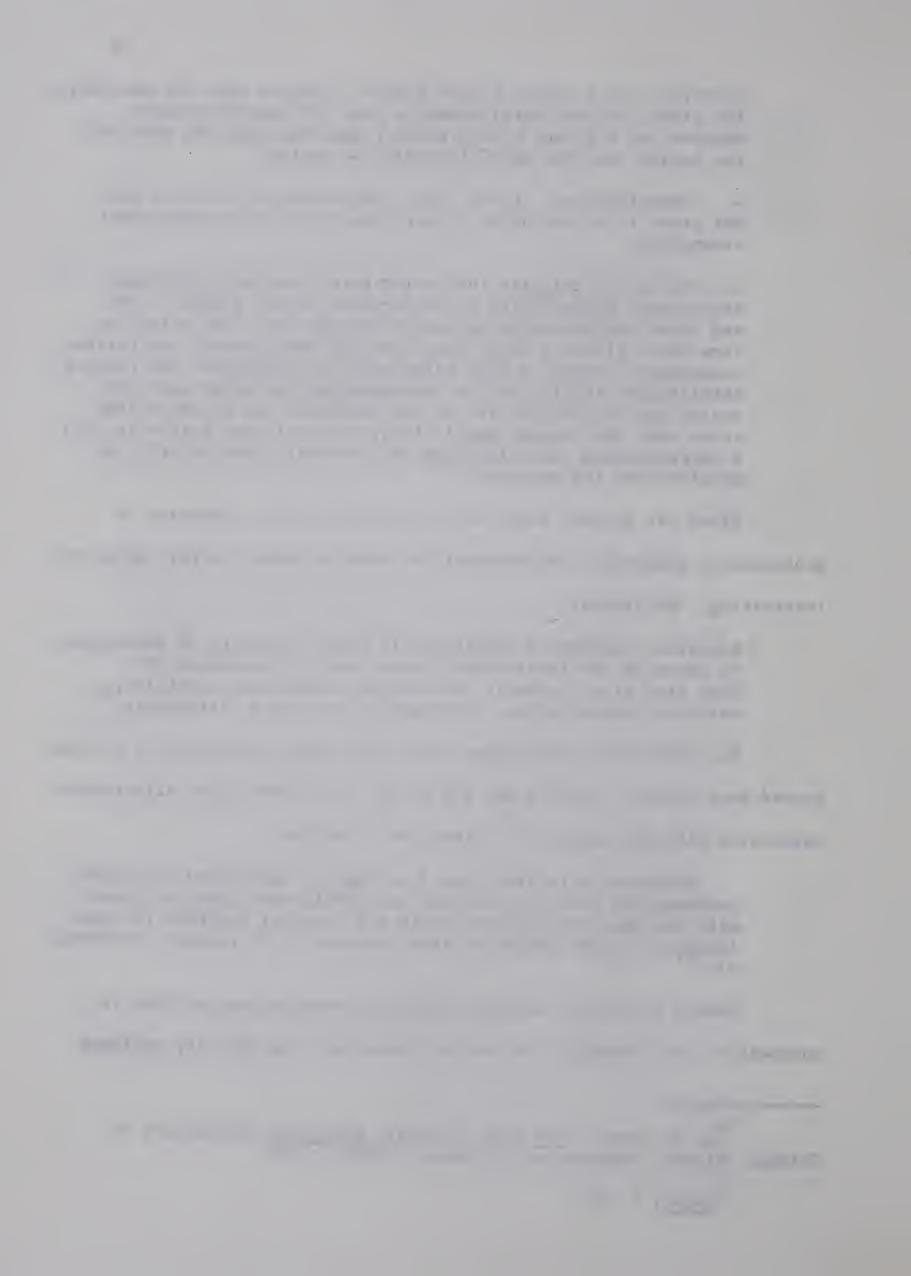
The researchers also found that even though educators, as a group, agreed more closely than did any lay group, there were minor differences associated with the amount of professional training.

Educators with less than B.A. degrees emphasized vocational guidance and training and home and family more than did those with degrees; but educators with B.A. degrees regarded the same items to be more important than educators with graduate training did.

Downey points out another difference among educators that is unexpected. He comments, "In case of educators, the priority assigned

L. W. Downey, The Task of Public Education (University of Chicago, Midwest Administration Center, 1960), p. 64.

<sup>21&</sup>lt;sub>Ibid.</sub>, p. 48.



to knowledge decreased as the amount of schooling increased."

### Alberta Study

The T. P. E. Opinionnaire was the instrument used in Alberta in 1959 by John H. M. Andrews to gather information on public and professional opinion regarding the tasks of the public school.

### Sample population

The province was divided into fifteen sampling units which included the large cities of Edmonton and Calgary, smaller cities represented by Grande Prairie, Red Deer, and Lacombe, and rural areas together with towns, selected on the basis of geographic representativeness of the province. School divisions and counties formed the basis of rural sampling.

The public sample numbered 2999.

The teachers in the sample were requested to respond, not by giving their opinions on the importance of each task of education, but rather by indicating the importance of the tasks as they were emphasized in their own classroom. The teacher sample then became the criterion against which the responses of the other sub-publics were compared. "The final sample totalled 216 elementary teachers and 210 high school teachers."

## Findings of the Alberta survey

Some of the conclusions offered by the researcher are:

There is a considerable amount of agreement among all groups included in the study as to the relative importance of different tasks of the elementary school and the high school. This is illustrated by the fact that all the groups agree on the three most important tasks for the elementary school and also for the

<sup>22 &</sup>lt;u>Ibid.</u>, p.49.

Tasks of the Public School of Alberta (Edmonton: Faculty of Education, University of Alberta, 1959), p. 7.

<sup>24</sup> Ibid, p. 9.

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high school. Although there is considerable agreement among different groups there is a large amount of disagreement within groups. There is not one of the sixteen tasks which was not put in the first place by some people in the public sample. Neither is there one of the tasks which was not put in last place by some people.

The most striking conclusion that may be drawn from these summaries is that school superintendents and professors in the Faculty of Education, as groups, agree almost completely with the relative importance of the tasks as they are presently emphasized in the school.

An overall view of the difference between public opinion and present practice in the schools presents a relatively consistent picture. There is a strong desire to have both elementary and high schools increase their emphasis upon the non-academic, practical, vocational tasks. At the same time they would have less emphasis placed upon those tasks having to do with cultural activities, citizenship, and intellectual development.

University professors in faculties other than the Faculty of Education express a general desire for the schools to increase their emphasis on the academic and cultural tasks and to decrease their emphasis on tasks having to do with personal development and national loyalty.

### Opinions as related to personal characteristics

People's opinions were found to be highly related to their status with respect to occupation, income, age, sex, religion, amount of education, and ethnic origin. Of these eight variables the one most highly related to opinions on school objectives was amount of education.

The results indicate that the ideal type who emphasizes the academic objectives of the schools is a person who has high occupational status (if a woman, her husband has such status), has a high income, is young, is female, is Protestant, has a large amount of formal education, and the native language of his or her father is English.

On the other hand the ideal type who emphasizes the non-academic objectives of the schools is a person who has low occupational status, has a low income, is old, is male, is Catholic, has little formal education and the native language of his or her father is French or Polish.

<sup>25</sup> Ibid., p. 55.

<sup>&</sup>lt;sup>27</sup>Ibid., p. 60.

<sup>26 &</sup>lt;u>Ibid.</u>, p. 57.

<sup>28 &</sup>lt;u>Ibid.</u>, p. 61.

### II. SUMMARY OF CHAPTER II

The difficulty of establishing appropriate tasks for Canadian schools may be attributed to two factors: (1) the lack of an educational philosophy to which a large majority of citizens can subscribe, and (2) the wide diversity of goals held by different segments of the Canadian "mosaic". When formulating the tasks for the school, the educational agencies have to give special considerations to the needs of the learners and to the wishes of society which the school is to serve. Try as they may, the agencies will never satisfy every group. In the present changing society, the tasks of the school will have to be carefully examined and re-assessed periodically to meet the demands of the young generation which will have to adjust to a society which is but hazily perceived by the most penetrating minds of present educators.

The onerous work of establishing the tasks of the school, to facilitate the adjustment of today's youth in the society of tomorrow, demands the most painstaking efforts. Yet, as Pullias explains, educators cannot renege:

But you and I know deeply that this routine learning of generalizations from other peoples' experience is at best only a means to something deeper and more fundamental—something that releases and unfolds the imcomparable potential of man for all he can be as a person. If we do not probe to these depths or reach such heights in education, we cannot hope to justify the trust that has been placed in us as educators.

Two studies using The T. P. E. Opinionnaire for the collection

E. V. Pullias, "Some Major Objectives of Effective Learning in Higher Education." Educational Record, XXI (Fall, 1965), p. 380.

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of data have reached quite similar conclusions. Fortunately, all subgroups of the population studied agreed on the ranking of the most important tasks for the school. As stated, "This agreement on the most important tasks is especially significant because it is at this point that disagreement would be most disruptive." The most accurate predictors of educational viewpoints were found to be "occupation" and "amount of schooling".

Only by a serious study of present trends and by the application of imaginative insight can the tasks set for the school hope to prepare future adults with the sound educational background to meet the challenge which lies in the future.

<sup>30</sup> Andrews, <u>op.cit</u>., p. 54.

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### CHAPTER III

### RESEARCH PROCEDURE

### Sample for Study

Because the focus of interest in this study was the priority assigned to each task of the secondary school by the principals, the sample was randomly drawn from all the schools of Alberta which offer the complete secondary program. There were 285 schools in the total population which met this criterion. It was decided that a sample of 150 principals from the list of schools would constitute an adequate sample for this study. The schools were all numbered consecutively; then 150 numbers from 1 to 285 were taken from a table of random numbers<sup>1</sup>. The principals from the schools bearing these numbers became the sample population for this study.

## The Task of Public Education Opinionnaire

The instrument used to collect information on the variability of the importance assigned to each of the task of the secondary school by the principals was based on <u>The Task of Public Education (T. P. E.) Opinionnaire</u> constructed by researchers at the Midwest Administration Center of the University of Chicago.<sup>2</sup>

The <u>T. P. E. Opinionnaire</u> (see Appendix A) was developed by L. W. Downey, R. C. Seagle, and A. T. Slagle. Aware of the controversy that was raging concerning the task or mission of public education, these men devised and carried out a research project on the subject.

<sup>&</sup>lt;sup>1</sup>The Rand Corporation. <u>A Million Digits with 100,000 Deviates</u>. (Glencoe, Illinois: The Free Press Publishers, 1955)

<sup>&</sup>lt;sup>2</sup>L. W. Downey, <u>The Task of Public Education</u> (University of Chicago: Midwest Administration, 1960)

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In some ways the study was unique, for although opinions and judgments in this area are many, the task is seldom considered an appropriate subject for research. The task is largely aphilosophical matter, a question of what ought to be; thus scientists typically regard it to be outside their domain --- a subject of debate, but not a subject of research. 3

The study had two broad purposes: ". . . first, to identify the elements of the tasks of public education and second, to determine the extent to which the public perceived those elements to be important aspects of the tasks of the school."

In their attempt to identify the elements of the task of public education, the investigators perused the literature on the objectives of education from the time of Horace Mann to the present. While it was observed that several groups or individuals made significant contributions, it was realized that many of the stated objectives were redundant. A thorough sifting of the lengthy list of objectives was performed, with the result that:

The statement, so developed, included sixteen major purposes that schools might adopt. Four of these dealt with discrete aspects of intellectual and academic pursuits; four related to social skills, of getting along with people in informal groups and in society; four were concerned with the development of the individual, physically, emotionally, morally, and aesthetically; and four had to do with preparing students for definite aspects of productive adult living. After a series of interviews, the researchers concluded that this summation did, in fact, make provision for all the functions anyone might wish to see the school perform. <sup>5</sup>

The sixteen tasks as they appear are as follows: (The numbers preceding the tasks are those assigned to them on the Opinionnaire. The same

<sup>&</sup>lt;sup>3</sup>Ibid, p. 3.

<sup>&</sup>lt;sup>4</sup>Ibid, p. 16.

Downey, The Secondary Phase of Education, op. cit., p. 45.

numbering will be maintained throughout this report.)

- (32) A fund of information about many things.
- (33) Efficient use of the 3 R's--the basic tools for acquiring and communicating knowledge.
- (34) The habit of weighing facts and imaginatively applying them to the solution of problems.
- (35) A continuing desire for knowledge--the inquiring mind.
- (36) A feeling for other people and the ability to live and work in harmony.
- (37) An understanding of government and a sense of civic responsibility.
- (38) Loyalty to America and the American way of life.
- (39) Knowledge of the world affairs and the inter-relationships among peoples.
- (40) A well cared for, well developed body.
- (41) An emotionally stable person--prepared for life's realities.
- (42) A sense of right and wrong--a moral standard of behavior.
- (43) Enjoyment of cultural activities -- the finerthings of life.
- (44) Information and guidance for wise occupational choice.
- (45) Specialized training for placement in a specific job.
- (46) The homemaker and handyman skills related to family living.
- (47) The management of personal finances and wise buying habits

The sixteen tasks of the elementary and the secondary schools are printed on separate cards. (Appendix A) The T. P. E. Opinionnaire consists of a folder containing seven pockets for the elementary school tasks and seven pockets for the secondary school tasks. The respondent was asked to sort the tasks according to their importance. In the first pocket on the left-hand side, the respondent was requested to place the task he considered most important for the school. In the second pocket, he was to place the next two in importance. In the third pocket, he was to place the next three. In the fourth, he was to place the next four. In the fifth, he was to place the next three. In the sixth, the next two, and in the last pocket, he was to place the task he considered least important.

Because the first section of <u>The T. P. E. Opinionnaire</u> is a questionnaire requesting personal information applicable to the general public, this section was replaced by an "Educational-Personal Information Section" (see Appendix B) more appropriate for obtaining information concerning the variables

under consideration. Only the last section of the <u>Opinionnaire</u> had to be completed since the study was solely concerned with the emphasis placed on the various tasks of the school at the secondary level.

Before <u>The T. P. E. Opinionnaire</u> could be accepted as a suitable instrument for this study, the congruency between the tasks of the secondary school as expressed by the <u>Opinionnaire</u> and the objectives deemed important for the schools of Alberta had to be established. This was done by comparing the tasks listed by the <u>Opinionnaire</u> with those set down by the <u>Department</u> of Education for the Province of Alberta. (See Table I.)

The developers of the Opinionnaire divided the 16 tasks of the secondary school in the following four major categories; (A) The Intellectual Dimensions, (B) The Social Dimensions, (C) The Personal Dimensions and (D) The Productive Dimensions.

The Department of Education of Alberta listed the following four: (1) Personal Development, (2) Growth in Family Living, (3) Growth Toward Competence in Citizenship, and (4) Occupational Preparation. While the wording and the inclusion of the actual task may vary from category to category, the tasks are closely related.

The Intellectual Dimensions of <u>The T. P. E. Opinionnaire</u> contain the following four tasks, (32) A fund of information about many things, (33) Efficient use of the 3 R's--the basic tools for acquiring and communicating knowledge, (34) The habit of weighing facts and imaginatively applying them to the solution of problems, and (35) A continuing desire for knowledge--the inquiring mind.

The Personal Development category of the Department of Education under the sub-heading iii, Intellectual achievement, includes, among others, these tasks; (a) Ability to think rationally, to express thought clearly and to



# COMPARISON OF THE TASKS AS LISTED BY THE T. P. E. OPINIONNAIRE AND THE DEPARTMENT OF EDUCATION OF ALBERTA

OBJECTIVES (DEPARTMENT OF EDUCATION)		TASKS (T. P. E. OPINIONNAIRE)
1. Personal Development		
i. Health and physical fitness.	40. A	well cared for, well developed body.
ii. Mental health		n emotionally stable person prepared
	f	or life's realities.
iii. Intellectual achievement.		
A. Ability to think, to express thought		continuing desire for knowledge an
clearly and to read and listen with		nquiring mind.
understanding.		Efficient use of the 3 R's the basic
		cools for acquiring and communicating mowledge.
B. A broad understanding of the methods of		fund of information about many things.
science, its major findings and its influence	J2. A	r lund of information about many things.
on human affairs.		
C. a broad understanding of the fundamental	33. E	Efficient use of the 3 R's the basic
principles of mathematics and their importance		cools for acquiring and communicating
in daily living: a mastery of mathematical		mowledge.
skills necessary for vocational competence.		3
D. An understanding and appreciation of	43. E	njoyment of the cultural activities
cultural heritage.		the finer things of life.
iv. The development of suitable recreational	43. E	Injoyment of the cultural activities
and leisure time activities.		he finer things of life.
v. The development of character manifested		feeling for other people and the ability
in sound habits of behavior in social relation-	t	o live and work in harmony.
ships.		
vi. The development of a pattern of values,		sense of right and wrong a moral
attitudes, and ethical ideals which furnish	S	tandard of behavior.
justification for the good habits and culminate		
in a philosophy of life which recognizes the importance of religion.		
2. Growth in Family Living		
i. The responsibility and privileges of the	46 T	he homemaking and handyman related skills
members of the family group.		o family living.
ii. The home as a democratic institution.		These four are included in 46 (see above
iii. The conditions essential to successful family life.		nd 47.
iv. The opportunities for enjoyment of the home.	47. M	lanagement of personal finances and wise
v. The functions and responsibilities of the parents.	Ъ	uying habits.
vi. The relationship of the family to its	37. A	n understanding of government and a sense
neighbor and the community.	0	f civic responsibility.
3. Growth Toward Competence in Citizenship		
i. Acquiring insight into the historical		nowledge of the world affairs and the
background of contemporary society.		elationships among peoples.
ii. Developing competence in meeting, and		he habit of weighing facts and imagin-
attempting to solve, public problems and		tively applying them to the solution of
issues which citizens are required to en-	•	roblems.
counter and on which they must take action.		n understanding of government and a sense f civic responsibility.
iii Dovoloping compatence in the political		nowledge of world affairs and the
iii. Developing competence in the political action at the school, community, national and		nter-relationships among people.
world levels.	1.	noor reructionary unong propres
iv. Developing consumer competence.		anagement of personal finances and wise uying habits.
v. Developing democratic attitudes and		oyalty to America and the American way
behavior in all social situations.		f life
vi. Establishing loyalty to the ideals of	38. S	ee immediately above.
democracy and acquiring an appreciation of		
his community the province and the nation.  Occupational Preparation		
i. Become familiar with the range of		nformation and guidance for wise
vocational opportunities open to him.		ccupational choice.
ii. Learn how to take full advantage of the	44. S	ee immediately above.
chool and the extra-school guidance.	/ F C	poolalized training for the 1
iii. Achieve an acceptance of his own capac-		pecialized training for the placement
ities as indicated by professional analysis of interests, socio-economic status, aptitudes,	11	n a specific job.
personality, and native intelligence.		



read and listen with understanding, (b) A broad understanding of the methods of science, its major findings and its influence on human affairs, and (c) A broad understanding of the fundamental principles of mathematics and their importance in daily living; a mastery of mathematical skills necessary for vocational competence.

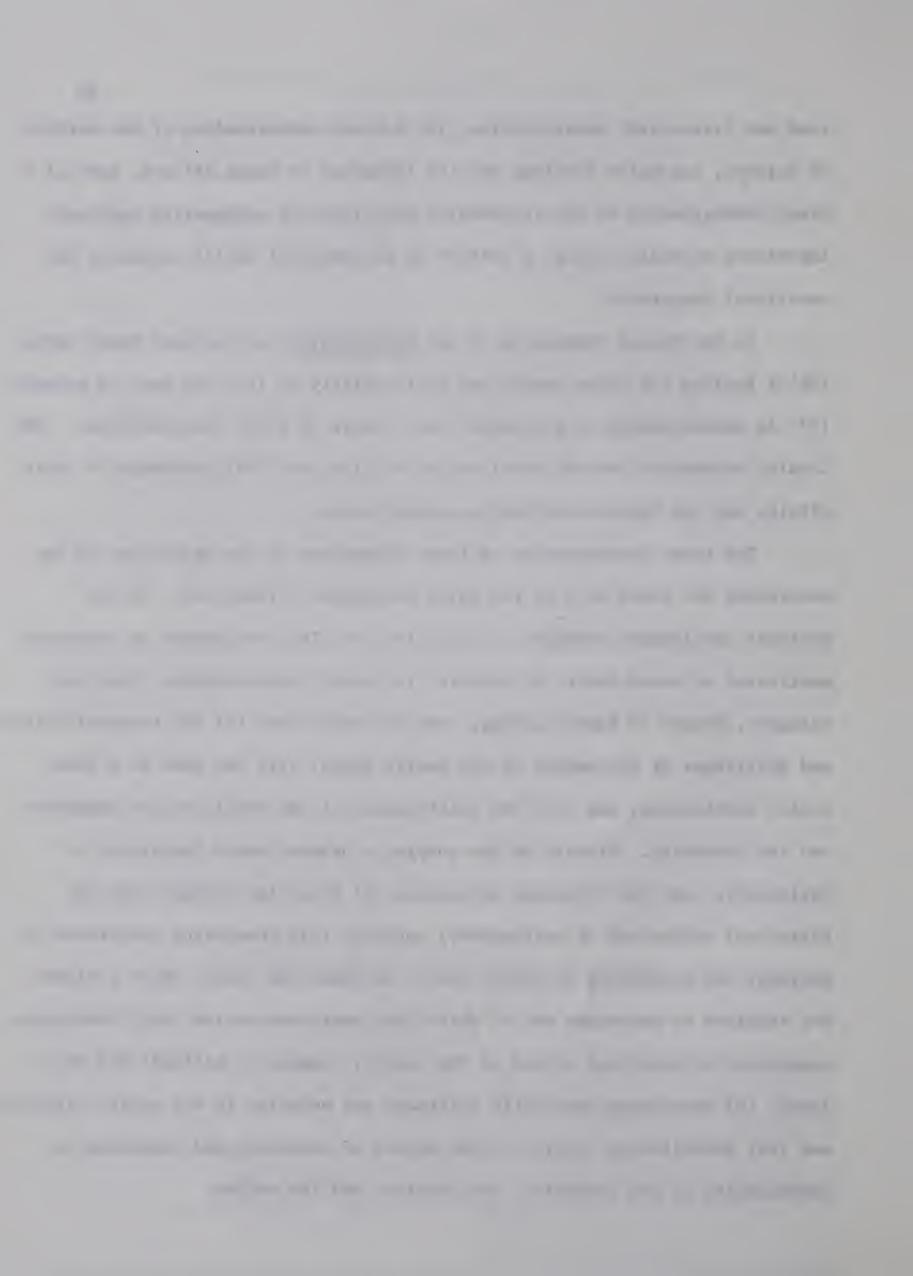
In the Social Dimensions of the <u>Opinionnaire</u> are included these tasks:

(36) A feeling for other people and their ability to live and work in harmony,

(37) An understanding of government and a sense of civic responsibility, (38)

Loyalty to America and the American way of life, and (39) Knowledge of world affairs and the inter-relationships among peoples.

The tasks corresponding to these dimensions in the objectives of the These are: Department are found in 3 of the major categories. Personal Development category is objective (v), The development of character manifested in sound habits of behavior in social relationships. From the category, Growth in Family Living, come the objectives (i) The responsibilities and privileges of the member of the family group, (ii) The home as a democratic institution, and (vi) The relationship of the family to its neighbors and the community. Finally in the category, Growth Toward Competence in Citizenship, are the following objectives (i) Acquiring insight into the historical background of contemporary society, (ii) Developing competence in meeting, and attempting to solve, public problems and issues which citizens are required to encounter and on which they must take action, (iii) Developing competence in political action at the school, community, national and world level, (v) Developing democratic attitudes and behavior in all social situations, and (vi) Establishing loyalty to the ideals of democracy and acquiring an appreciation of his community, the province and the nation.



The Personal Dimensions of the <u>Opinionnaire</u> include the following four tasks: (40) A well cared for, well developed body, (41) An emotionally stable person, prepared for life's realities, (42) A sense of right and wrong--a moral standard of behavior, and (44) Enjoyment of cultural activities--the finer things of life.

The objectives from the Department which correspond to the tasks in the previous paragraph are all found in the Personal Development category; these are: (i) Health and physical fitness, (ii) Mental health, (iv) The development of suitable recreational and leisure time activities, and (vi) The development of a pattern of values, attitudes, and ethical ideals which furnish justification for good habits and culminate in a philosophy of life which recognizes the importance of religion.

The Personal Dimensions of the <u>Opinionnaire</u> include these last four tasks: (44) Information and guidance for wise occupational choice, (45) Specialized training for placement in a specific job, (46) The homemaking and handyman skills related to family life, (47) Management of personal finances and wise buying habits.

The corresponding objectives from the Department may be found in three of the major categories. Growth in Family Living includes: (iii) The conditions essential to successful family life, (iv) The opportunities for enjoyment at home, and (v) The functions and responsibilities of parents. Growth Toward Competence in Citizenship contains, (iv) Developing consumer competence. All the objectives in Occupational Preparation category are related to these dimensions: (i) Become familiar with the range of vocational opportunities open to him, (ii) Learn how to take full advantage of the school and extraschool guidance services, and (iii) Achieve an acceptance of his own capacities

as indicated by professional analysis of interest, socio-economic status, aptitudes, personality, and native intelligence.

For further information consult Table I, (page 31).

The numbering and wording of the tasks of <u>The T. P. E. Opinionnaire</u> correspond to those on the cards. <sup>5</sup> The numbering and the wording of the objectives of the Department of Education are the same as in the <u>Senior High</u> School Handbook. <sup>6</sup>

It is realized that there may be questions as to why a particular objective was associated with specific dimensions when it could have been included in others just as well. This was an attempt at showing that the objectives were included in the tasks. When a particular objective was found to correspond with a task, no further comparison was made.

### Delimitations

- 1. No attempts were made to evaluate the success of the schools in achieving the tasks either as ranked by the principals or as set down by the Department of Education of the Province of Alberta.
- 2. The study concentrated on the tasks of the secondary school and did not take the tasks of the elementary school into consideration.

### Limitations

1. This study was confined to 150 secondary principals from the Province of Alberta.

<sup>&</sup>lt;sup>5</sup>Downey, Ibid., p. 88.

<sup>6</sup>Senior High School Handbook 1966-67. (Edmonton: The Province of Alberta, 1966) pp. 5-6.



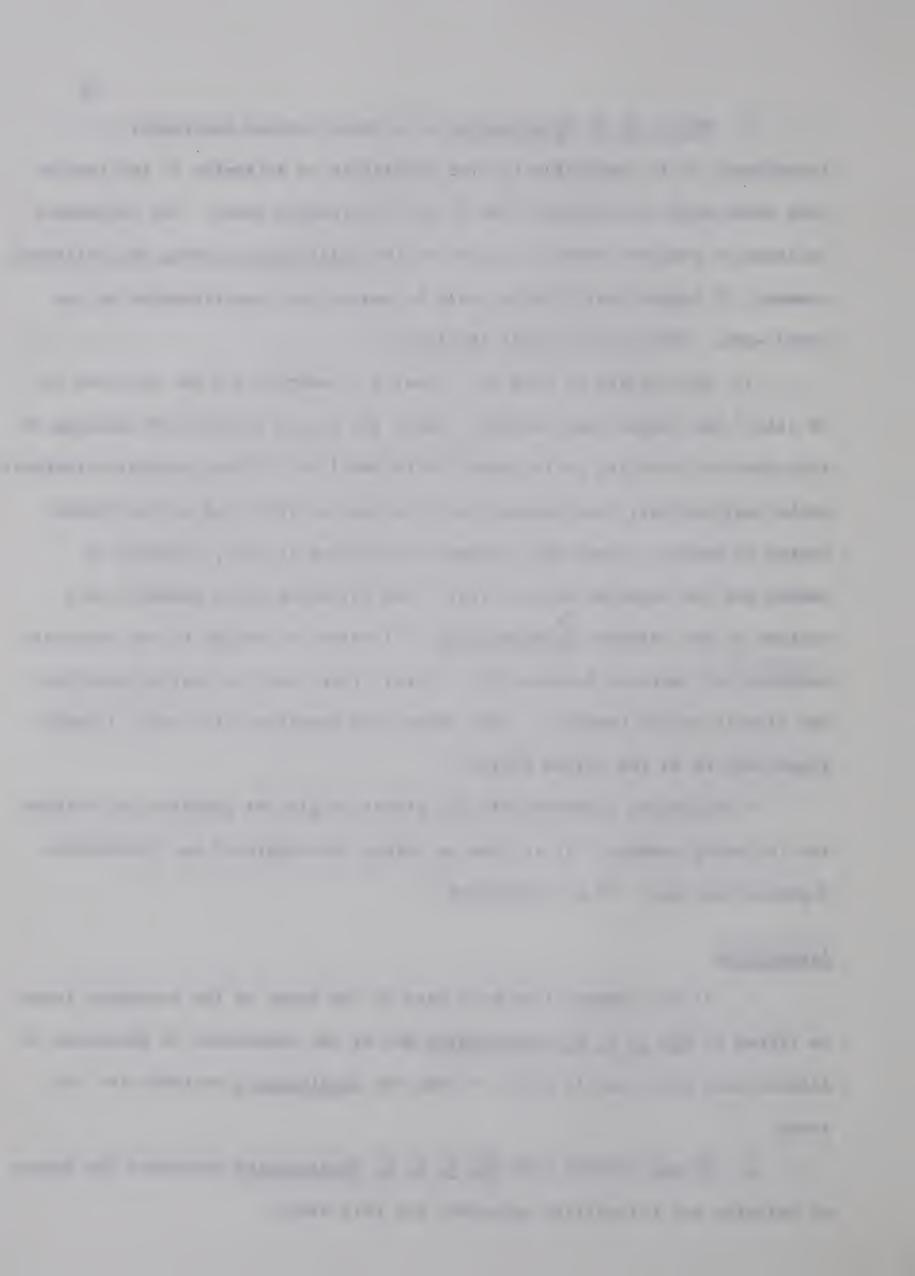
- 2. The T. P. E. Opinionnaire is a forced choice instrument.

  Accordingly it is impossible for the researcher to determine if the respondent would wish to eliminate some of the low-ranking tasks. One respondent declined to rank the tasks as listed by the Opinionnaire giving the following comment, "I regret that I am not able to answer your questionnaire as you would wish. These are all most important."
- 3. The wording of Task 38, "Loyalty to America and the American way of life," has caused some concern. While the writer accepted the meaning of this task as referring to the total North American culture, several principals, quite legitimately, have interpreted this task as referring to the United States of America. Many have changed the wording to read, "Loyalty to Canada and the Canadian way of life." The following three comments were written on the returned Opinionnaires: "I object to having to use materials designed for American Schools—#38. Surely there must be testing materials for Alberta and/or Canada." "What about this American bit?" and, "I understand America as the United States."

A respondent answered that his ethnic origin was Canadian and offered the following comment, "It is time we forget the origin of our forefathers 5 generations ago. We are Canadians."

### Assumptions

- 1. It was assumed that both sets of the tasks of the secondary school as listed by The T. P. E. Opinionnaire and by the Department of Education of Alberta were sufficiently alike to make the Opinionnaire suitable for the study.
- 2. It was assumed that <u>The T. P. E. Opinionnaire</u> possessed the degree of validity and reliability necessary for this study.



3. It was assumed that the questions were answered accurately and in good faith.

### Summary of Chapter III

The 150 principals included in this sample were drawn randomly from the total secondary principal population of the Province of Alberta. The schools in which the principals held their positions offered at least one complete program of the high school curriculum.

The data were collected by the use of a modified form of <u>The T.P.E.</u>

<u>Opinionnaire</u> mailed to the selected principals. After a comparison of the tasks of the secondary school as defined by <u>The T. P. E. Opinionnaire</u> with those laid down by the Department of Education for Alberta, it was concluded that both sets of tasks were of sufficient similarity to warrant the use of the <u>Opinionnaire</u>.

### CHAPTER IV

### DESCRIPTION OF SAMPLE

In the previous chapters the problem was presented and discussed; the instrument used in the study was described. It is the purpose of this chapter to give a more complete description of the sample based on the variables of the principals and of the schools as obtained from the "Educational-Personal Information Section" (see Appendix B) of the instrument.

As was mentioned in Chapter III, the principals in the sample were all secondary principals. The schools in which they held their positions offered the complete high school program; the schools could be organized in one of the following three ways, (1) the school could house from Grade I to Grade XII, (2) it could house from Grade VII to Grade XII, or (3) it could house from Grade X to Grade XII only. The sample included principals from schools both the public and separate systems as well as private schools and schools operated by the Department of National Defence.

### Personal Variables of Principals in the Sample.

The analysis of this study was based on 114 <u>Opinionnaires</u> returned. One hundred and eight were from male principals; six were from female principals. These corresponded to 40.75 percent of the total male population and to 30.00 per cent of the total female population.

Table II shows the frequency distribution of the ages of the principals included in this sample. The age of the principals ranged from 26 to 64 (inserted by principal) years with a mean of 43.56 years and a standard deviation of 7.74 years. The greatest number of principals fell in the age group 34 to 45 years of age. A total of 55.0 percent of all the principals

TABLE II

PRINCIPALS AND YEARS OF EXPERIENCE AS PRINCIPALS FREQUENCY DISTRIBUTIONS OF AGES OF

PALS	Cumulative percentage	100.0	52.2	36.3	21.3		
EXPERIENCE AS PRINCIPALS (N = 113)	Frequency Percentage frequency	47.8	15.9	15.0	21.3	07.9	3.12
EXPERIEN (N		54	18	17	24		Standard Deviation
	Range (years)	9 plus	8 1 9	ى 1 5	0 - 3	Mean	Standa
	ive age	0	5	0			
	Cumulat percent	100.0	77.5	55.0	18.1		
AGE (N = 111)	Percentage Cumulative frequency percentage	22.5 100.	22.5	36.9 55.	18.1 18.1	43.56	7.74
AGE (N = 111)	requency Percentage Cumulat frequency percent					43.56	
AGE (N = 111)	Category Range Frequency Percentage Cumulative (years) frequency percentage	22.5	22.5	36.9	18.1	43.56	Standard Deviation 7.74

-

were 45 years or under. Three respondents declined to answer this question.

### Educational and Professional Variables of the Principals in the Sample

Table II also shows the frequency distribution of the years of experience as principals. The range extended from 2 years to 35 (written in by the respondents) years. The mean for this distribution was 6.40 with a standard deviation of 3.12 years. The largest number of principals had 9 or more years experience as principals; this group consisted of 47.8 per cent of the total sample. One respondent declined to answer this item.

The item on years of teaching experience indicated that teachers required several years of experience before they were appointed principals. Three principals, however, had only two years of teaching experience and two had only three years. The mean of the distribution was 17.0 years with a standard deviation of 9.0 years. The greatest number of principals had 21 or more years of teaching experience accounting for 39.6 per cent of the total sample. For further information see Table III,

Table III also gives information on the number of years of university credited to the principals. The mean for this distribution was 4.85 years; its standard deviation was 1.05 years. The numbers of principals having 4, 5 and 6 years of university were relatively close; these were 39, 32 and 32 respectively. Two principals had only two years of university, while three had seven years.

More than 78 percent of the principals had undertaken formal university studies in the last 3 years. The mean number of years which had elapsed since the principals had undertaken formal university courses was 2.96 years with a standard deviation of 1.66 years. Further information is listed in Table IV.

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TABLE III

FREQUENCY DISTRIBUTIONS OF YEARS OF TEACHING EXPERIENCE OF PRINCIPALS AND OF YEARS OF UNIVERSITY EDUCATION CREDITED FOR SALARY PURPOSES TO THE PRINCIPALS IN THE SAMPLE

NC	Cumulative percentage	100.0	97.3	0.69	40°7	6.2	
YEARS OF UNIVERSITY EDUCATION er (N = 113)	centage	2.7	28.3	28.3	34.5	6.2	4.86 in 1.05
S OF UNIVERS: (N = 113)	requency	en '	32	32	39	7	Mean Standard Deviation
YEAR		7	9	2	7	2 & 3	Mean
	Cumulative percentage	100.0	60.4	43.8	24.5	8.7	
YEARS OF TEACHING EXPERIENCE (N = 114)	Percentage frequency	39.6	16.6	19.3	15.8	8.7	17.00
TEACHING (N = 114)	requency	45	19	22	18	10	ation
YEARS OF	$\sim$	21 plus	16 - 20	11 - 15	6 - 10	0 - 5	Mean Standard deviation
	Category Range (years	īΩ	7	n	2	1	Mean

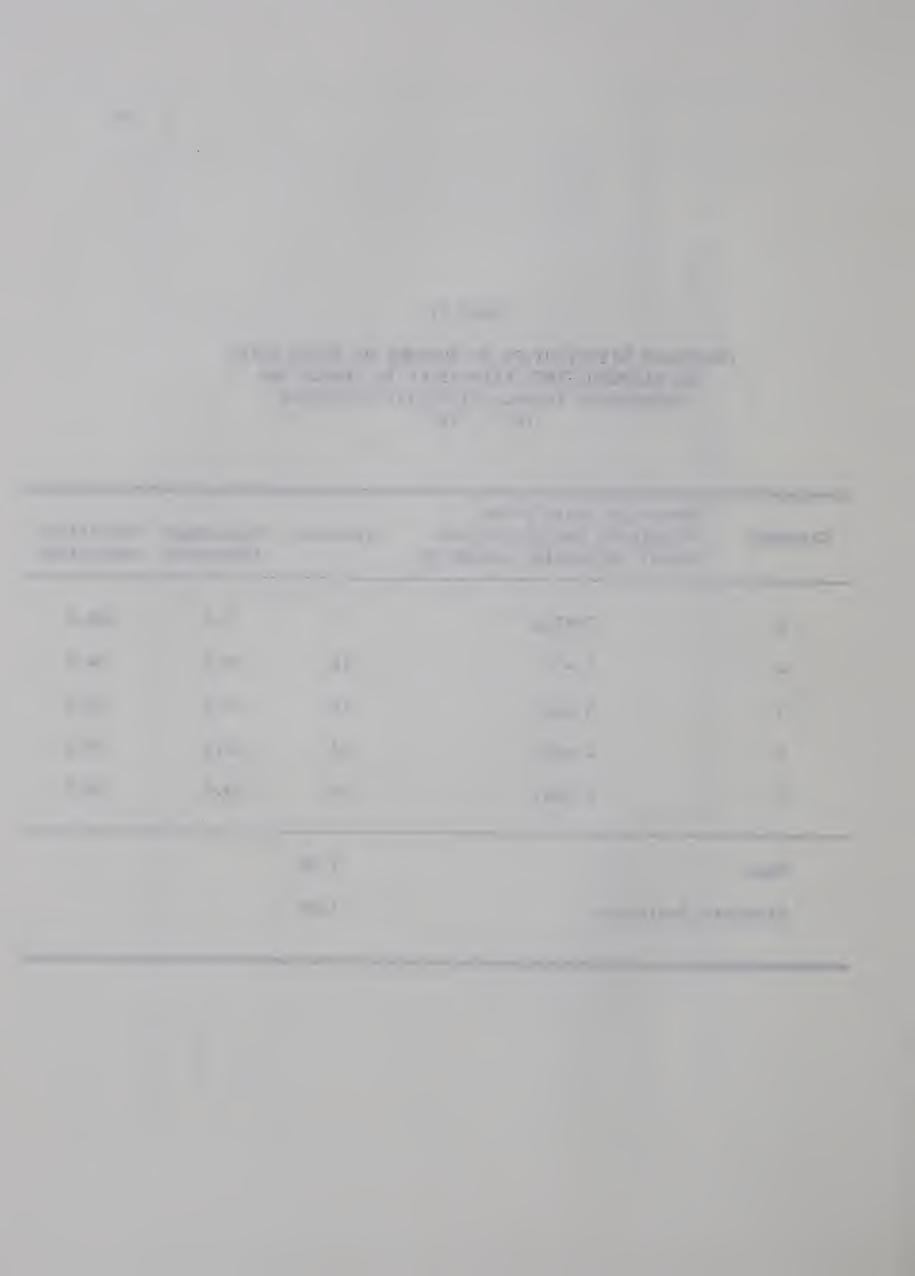
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TABLE IV

FREQUENCY DISTRIBUTION OF NUMBERS OF YEARS WHICH HAD ELAPSED SINCE PRINCIPALS IN SAMPLE HAD UNDERTAKEN FORMAL UNIVERSITY EDUCATION

(N = 98)

Category	Number of years since Principals had undertaken formal university education	Frequency	Percentage frequency	Cumulative percentage
5	7 plus	5	5.1	100.0
4	4 - 6	16	16.3	94.9
3	3 only	24	24.5	78.6
2	2 only	23	23.5	54.1
1	1 only	30	30.6	30.6
Mean		2.96		
Standa	rd deviation	1.66		



The item concerning the areas of specialization was answered by 112 respondents. Mathematics accounted for the largest group, 29.4 per cent, of the principals. Social sciences was next with 27.7 per cent of the sample. Science and modern or classical languages were listed by 15.2 per cent and by 16.1 per cent respectively. In the "other" category, vocational education was the most popular with 6 principals claiming it as their major field of study. Administration was second choice with 3 principals stating this as their major field. Physical education was indicated by 2 principals while each of the following areas were listed by one principal, commerce, counselling, reading, and drama. See Table V.

## Social Variables of Principals

Table VI (page 44) breaks the sample into religion affiliation and ethnic origin of the principals. Protestant faith was preferred by almost 60 per cent. Catholicism was listed by 26.3 per cent. No questionnaire was returned by adherents to the Jewish faith. Other religions accounted for 8.8 per cent and 5.2 percent declared they had no religious affiliations.

The largest group of principals, 50.9 percent, were of British origin. French origin was claimed by 10.9 percent, and the Ukrainian was claimed by 12.7 per cent. Polish and other European origins added to 19.1 per cent. The remaining 6.4 were of other origins than European. Three respondents declined to answer this item.

The largest group of the principals were married, this group accounted for 87.7 per cent of the sample. No respondents indicated that they were divorced. Single status was listed by 7.0 per cent and 5.3 per cent indicated their status as members of a religious order. Consult Table VII, (page 45).

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TABLE V

FREQUENCY DISTRIBUTION OF MAJOR AREA OF STUDY
OF PRINCIPALS IN STUDY
(N = 112)

Category	Frequency	Percentage frequency
Mathematics	33	29.4
Social Sciences	31	27.7
Science	17	15.2
Modern or Classical Languages	18	16.1
Other	1.3	11.6



TABLE VI

FREQUENCY DISTRIBUTIONS OF RELIGION AND ETHNIC ORIGIN OF PRINCIPALS IN SAMPLE

	Percentage frequency	50.9	10.9	12.7	19.1	6.4	
ETHNIC ORIGIN	Frequency	5	12	14	opean 21	ean 7	
	Category	British	French	Ukrainian	Polish & other European	Non-European	
	Percentage frequency	59.7	26.3		<b>∞ ∞</b>	5.2	
RELIGION	(N-114) Frequency	89	30	i i	10	9	

TABLE VII

FREQUENCY DISTRIBUTIONS OF MARITAL STATUS OF PRINCIPALS AND AGE GROUPS OF CHILDREN OF PRINCIPALS IN SAMPLE

REN Percentage frequency	13.3	17.7	17.7
UPS OF CHILDI (N = 113) Frequency	15	20	20
AGE GROUPS OF CHILDREN (N = 113)  Category Frequency P	Below school age	Post school age	None
Percentage frequency	87.7	7.0	5.3
MARITAL STATUS (N = 114) Frequency	100	∞	9
Category	Married Divorced	Single	Religious



Table VII also lists information on the age of the principals' offspring. Whenever a principal listed children in more than one group, the
group of school age was always given preference. The largest group of
principals listed having children of school age. This group included 51.3
per cent of the total sample. The smallest group, 15 per cent, of the sample
reported children below school age. The remaining two groups, with children
of post school age and with no children, were evenly divided accounting for
17.7 per cent each.

## Types of Schools and Types of School Districts

The academic schools accounted for 76.2 per cent of all the schools in the sample. The vocational and composite together accounted for 23.8 per cent. See Table VIII.

School division or rural counties comprised 66.4 per cent of the sample. City, town or village public school districts made up 16.8 per cent of the sample. Separate (Catholic) districts and private Catholic schools accounted for 8.8 per cent while Separate (Protestant) districts and private Protestant schools accounted for 8.0 per cent of the sample

### Summary of Chapter IV

The principals in the sample population were categorized in 13 different ways to correspond either with variables of the principals or of the schools. The principals' variables considered were age, sex, religious preference, ethnic origin, marital status, age group of offspring, professional and academic training, years of teaching experience, years of experience as a principal, major field of studies, and recency of education. The other two variables concerning the schools were the type of school and the type of district.

TABLE VIII

FREQUENCY DISTRIBUTIONS OF TYPES OF SCHOOLS AND TYPES OF SCHOOL DISTRICTS

	cy Percentage frequency		66.4	16.8	∞ ∞	8.0
FRICTS	Frequency		75	3 19	ts 10	sts 9
6	(N 113) Category F		School divisions or rural counties	City, town or village public school districts	City, town or village separate school districts and private Catholic	City, town or village separate school districts and private Protestant
	Percentage frequency	1	76.2	23.8		
TYPES OF SCHOOLS	(N 113) Frequency		86	27		
	Category		Academic	Vocational and Composite		

The number of responses for each category was not constant because some respondents declined to answer particular items.



### ANALYSIS OF THE DATA

## Analytic Procedure

Data obtained from the returned questionnaires were processed mainly by the University computer; however, some calculations were performed manually. Because the responses provided by The T. P. E. Opinionnaire were ordinal in nature and because normal distribution could not be assumed, nonparametric statistics were used.

The rank order of the sixteen tasks for any given group was established in the following manner. The pockets in which the tasks were to be sorted were assigned ordinal numbers from one to seven. The task which was ranked in the most important pocket was assigned an ordinal value of seven; conversely, the task which was ranked in the least important pocket was assigned a value of one. For each task a frequency distribution of seven categories was formed and the median for the distribution was computed. The tasks were then ranked according to the sizes of the medians. When tied observations occurred, the observations were assigned the average of the ranks they would have been assigned had no ties occurred. The median was considered the appropriate measure of central tendency since only ordinal values were obtained.

Garrett states:

Rank order gives serial position in a group, but it does not provide an exact measurement. We cannot add or subtract ranks as we do inches or pounds, as a person's rank is always relative to the ranks of the other members of his group and is never absolute, i.e. in term of some known units.

Henry E. Garrett, <u>Statistics in Psychology and Education</u> (Toronto: Longmans, Green and Company, 1958), p. 1.

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The variability from the median for each group and for each task was determined by computing the quartile deviation or "Q".

Garrett explains:

Since "Q" measures the average distance of the quartile points from the median, it is a good index of score density at the middle of the distribution. If the scores in the distribution are packed closely together, the quartiles will be near one another and "Q" will be small. If scores are widely scattered, the quartiles will be relatively far apart and "Q" will be large.

A relative scale for judging the intra-agreement of the principals in each group according to the value of the "Q" could be: when the value of the "Q" is less than .500, the agreement is very high; when the value of the "Q" is close to .500, the agreement is high; when the value of the "Q" is close to .750, the agreement is fairly high, but when the value of the "Q" is 1.000 or exceeds 1.000, the agreement is very low.

The various hypotheses were tested for statistical differences by the application of the Kolmogorov-Smirnov two-sample test. Every possible combination within each of the groups was compared. The Kolmogorov-Smirnov is a test which ascertains whether two independent samples were drawn from the same population. This test has the advantage of being applicable to large sample (over 40) or small samples and, also, to samples with unequal populations. Siegel considers this test conservative in cases with small samples.

<sup>&</sup>lt;sup>2</sup>Ibid., p. 47.

<sup>&</sup>lt;sup>3</sup>Sidney Siegel, <u>Nonparametric Statistics for the Behavioral Sciences</u> (New York, Toronto, London: McGraw-Hill Company, Inc., 1956), p. 136.

The probability associated with the observed maximum value of "D" was determined by computing the chi-square. Direction of the difference was determined by an inspection of the medians. In cases where the medians were tied, the direction was found by comparing the means of the groups for that specific task.

The null hypothesis was rejected when the difference observed was significant at the .01 level of confidence. A report is made of significant differences observed at the .02 and the .05 levels of confidence. Further differences will be given, even though they do not reach the above levels, provided a trend seems to be established by the comparison of several chi-squares. The values of the chi-square will be inserted in brackets between the number of the task and the wording of the task. The sub-group giving preference to the task considered will be mentioned first. Significance at the .01 level required that the value of chi-square be 9.21 or higher; for the .02 level, the value must be 7.82; for the .05 level, it must be 5.99 or higher.

#### I. TESTING THE HYPOTHESES

### Personal variables.

Hypothesis I. "There will be no significant differences in ranking the tasks of education based on the sex of the principal."

Table IX gives the ranking of the tasks by both sexes, the medians for the tasks, and the quartile deviations or "Q".

Neither of the comparisons yielded a chi-square with a value sufficiently high to be significant at the .01, .02, and .05 levels of confidence.

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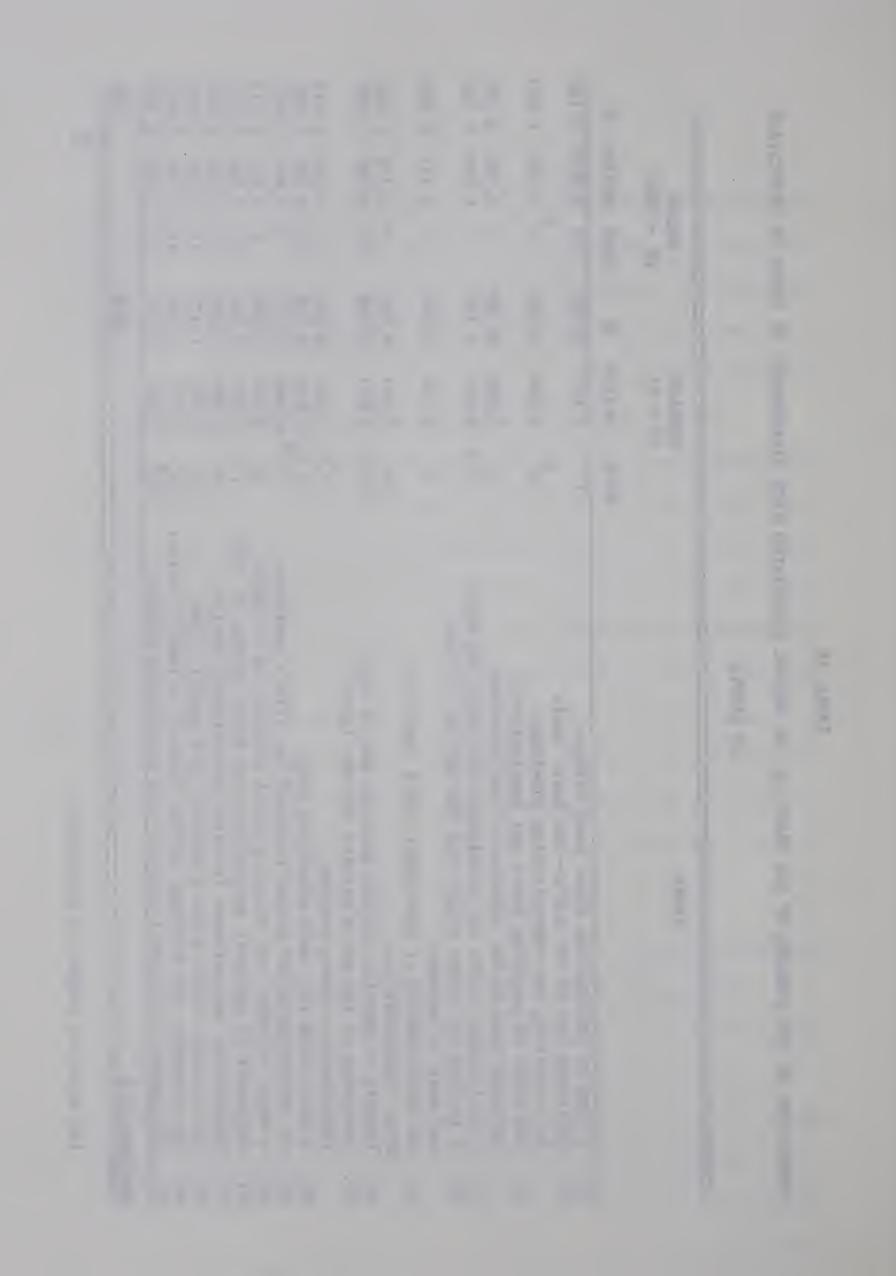
TABLE IX

COMPARISON OF THE RANKING OF THE TASKS OF THE SCHOOL ASSOCIATED WITH DIFFERENCES IN SEXES OF PRINCIPALS

IN SAMPLE

	TASKS	FEI (N	FEMALES (N = 6)		MALES (N = 106)		11
		Rank	Median	8	Rank Med	Median	8
32.	A fund of information about many things.	11	3.167	0.667	12 3.050		1.136
33.	Efficient use of the e R'sthe basic tools	:			1		
	for acquiring and communicating knowledge.	<b>x</b> 9	4.500	0.625	3 <sup>X</sup> 5.1	192 1	1.023
34.	The habit of weighing facts and imaginatively						
	applying them to the solution of the problems.	2	5.000	0.750	5.		0.729
35.	A continuing desire for knowledge the inquiring mind.	1.5	000.9	0.750	1 6.3	344 0	0.724
36.	A feeling for other people and the ability to live						
	and work in harmony.	က	5.750	0.487	4 5.1	112 0	908.
37.	An understanding of government and a sense of						
	•	10	3.833	0.441	8 4.1	178 0	0.536
38.	Loyalty to America and the American way of life.	12.5	2.833	0.566	15 2.5	580 1	.260
39.	Knowledge of the world affairs and the inter-						
	relationships among peoples.	7.5	4.167	0.543	4.	350 0	.412
.04	A well cared for, well developed body.	12.5	2.833	0.576	3.	208 0	.70
41.	An emotionally stable person prepared for life's realities.	1.5 <sup>x</sup>	000.9	0.875		03 0	.867
42.	A sense of right and wronga moral standard of behavior.	4		•	4.	0 959	•
43.	Enjoyment of cultural activities the finer things of life.	7.5	4.167	•	щ.	860 0	.597
. 44	Information and guidance for wise occupational choice.	6		•		904 0	•
45.	Specialized training for placement in a specific job.	14	2.500	1.375	2.	591 0	. 783
. 94	The homemaker and handyman skills related to family living.	15	2.167	•	2.	45 0	•
47.	Management of personal finances and wise buying habits.	16*	2.000	0.377	13 2.7	0 77	. 593
Aver	Average of Q			.686			.766
	(x) greatest degree of difference.					52	

(x) greatest degree of difference.



Male principals showed preferences for Task 33, (4.12) (Efficient use of the 3 R's), and for Task 47, (4.31) (Management of personal finances and wise buying).

Female principals favored Task 41, (3.28) (An emotionally stable person prepared for life's realities), Task 42, (2.25) (A sense of right or wrong--a moral standard of behavior), and Task 36, (2.38) (A feeling for other people and the ability to live in harmony).

Since no comparison was observed with a value of chi-square high enough to be significant at the .01 level of confidence, the null hypothesis is accepted.

Hypothesis II. "There will be no significant differences based on the age of the principal."

Table X, besides giving information on the ranks, medians, and "Q", also indicates that the principals were sub-divided into four age categories.

Statistically significant difference was observed at the .01 level of confidence on the ranking of Task 33, (10.18) (Efficient use of the 3 R's), between Category 2 and Category 4. Comparisons of the ranking of this task between Category 4 and Category 1 produced a value for chisquare of 2.78, and between Category 4 and Category 3 a value of 2.88. The comparison between Category 3 and Category 2 produced a value for chi-square of 3.66.

Significant difference was obtained at the .05 level on the ranking of Task 38,(6.48) (Loyalty to America and the American way of

COMPARISON OF THE RANKING OF THE TASKS OF THE SCHOOL ASSOCIATED WITH DIFFERENCES IN AGES OF PRINCIPALS IN SAMPLE

		CAJ	CATEGORY 1			CATEGORY	∭.	CATE	CATEGORY 3		Ç	CATEGORY 4	
	TASKS	(20	(26-33 years)	rs)	(34	4-45 years	ars)	-94)	-53 years (N=25)		(54	years or (N=25)	more)
		Rank	Median	Q	Rank	Median	~	Rank	Median	0	Rank	, · —	0
32.	Knowledge	13.5	2.700	1.250	12	2.917	1.262	11	4.	•	12	. 2	.91
33.	Intellectual Skills	5	4.928	0.741	2 <sup>a</sup>	99.	•	က	.2	1.042	<b>w</b> 00		φ.
34.	Creativity	2	5.786	0.800	3	.46	•	. 2	.33	•	2	7 .	.71
35.	Desire for Knowledge		6.250	0.612	_	6.454	0.721		6.125	0.557	-	6.333	979.0
36.	Man to Fellow Man	က	5.300	0.350	4	.27	•	2	.08	•	7	0	0.496
37.	Citizenship	$\infty$	4,115	0.380	∞	.04	0.447	∞ (	4.154	0.367	7	4.308	. 48
38.	Patriotism	12	2.900	1.075	13	.76	•	16 <sup>c</sup>	.39	0.870	13c	•	1.782
39.	World												
	Citizenship	7	4.375	1.000	7	•	•	7	-	0.440	9	.42	$\infty$
40.	Physical	11	3.125	1.200	11	3.126	0.739	12	3.154	0.513	11	3.375	0.509
41.	Emotional	4	5.125	1.230	9	•	•	4	-	6.	m	. 25	0.
42.	Ethical	9	4.786	0.300	5	4.636	4.	9	9°	,63	2	.45	0.911
43.	Aesthetic	10	3.800	0.650	6	4.000	0.908	6	3.923		10	3.750	0.875
44.	Vocation-												
	Selective	6	3.900	0.881	10	3.952	1.364	10	3.846	0.559	6	3.818	0.589
45.	Vocation-												
	Preparative	15	2.500	0.464	15	2.444	0.979	14	•	0.825	14	.81	0.953
. 94	Home and Family	16	2.333	0.333	16	2.341	•	15	2.107	.7	16	2.222	•
47.	Consumer	13.5	2.700	0.900	14	2.694	0.611	13	2.769	0.539	15	.45	0.667
Aver	Average of Q			.765			800			, 703			.865

(a) statistically significant at the .01 level.(c) statistically significant at the .05 level.

life), was between Category 3 and Category 4. Comparison of the ranking of this task between Category 1 and Category 3 produced a value for chi-square of 5.76; between Category 2 and Category 3 of 5.79. Both values are almost significant at the .05 level.

While significant differences at the .01, .02, and .05 levels of confidence were not obtained on the ranking of Task 41, (An emotionally stable person), the values obtained for the chi-square were quite high.

The comparison of the ranking of this task between Category 1 and Category 2 yielded a value of 3.70; between Category 3 and Category 2, a value of 3.27, and between Category 4 and Category 2, a value of 4.50.

Since significant difference at the .01 level was obtained, the null hypothesis is rejected and the alternative hypothesis is accepted. There are significant differences in the ranking of the tasks of the high school based on differences in the age of the principal.

Social variables.

Hypothesis III. "There will be no significant differences based on the religious preference of the principal."

Table XI lists the information on this sub-public.

Significant difference at the .01 level was obtained on the ranking of Task 38, (10.18) (Loyalty to America and the American way of life), between Catholic principals and Protestant principals. Other relatively high values for chi-squre, although not significant at the .01, .02, and .05 degree of significance, were obtained on this task. Comparison of the ranking of this task between Catholic principals and

TABLE XI

COMPARISON OF THE RANKING OF THE TASKS OF THE SCHOOL ASSOCIATED WITH DIFFERENCES IN THE RELIGIOUS PREFERENCES OF THE PRINCIPALS IN THE SAMPLE

TASKS	PROTES TANTS (N=68)		CATHOLICS (N=30)		OTHERS (N=10)		NONE (N=	ONE (N=6)	
	Rank Median	0 1	Rank Median	Q F	Rank Median	6	Rank	Median	8
32. Knowledge 33. Intellectual Skills 34. Creativity. 35. Desire for knowledge.	12 3.100 3 5.206 2 <sup>b</sup> 5.687 1 6.433	1.031 1.081 0.681 0.930	11 3.050 4.5.055 5bcc*4.961 1 6.278	1.255 1.073 0.600 0.745	15 2.333 4 5.167 1 6.500 2 6.125	0.616 1.125 0.833 0.052	11 7 2 2 1	3.500 4.250 6.167 6.500	1.125 0.937 1.541 0.612
36. Man to Fellow Man. 37. Citizenship. 38. Patriotism. 39. World Citizenship	4 5.026 8 <sup>a</sup> 4.375 16 <sup>a</sup> 2.055 6 <sup>c</sup> 4.500	0.905 0.623 1.171 0.653	2 5.576 10 3.881 12 3.167 8 cc* 4.000	0.705 0.345 0.714 0.403	5 5.000 8.5 4.000 16, 2.000 6 2.833	0.667 0.333 1.271 0.625	5 8.5 16 8.5	4.500 4.167 1.500 4.167	1.125 0.541 1.375 0.541
40. Physical 41. Emotional. 42. Ethical. 43. Aesthetic.	11 3.227 5 4.722 7 <sup>b</sup> 4.454 10 3.833	0.644 0.962 0.953 0.609	13 3.100 \$\begin{pmatrix} 4.900 \\ 3 \\ 5.500 \\ 7 \\ 4.100 \end{pmatrix}\$	0.966 0.861 0.737 0.797	11 3.100 3 5.250 7 4.300 10 3.667	0.533 0.687 0.537 0.043	12 3 5	3.117 5.000 4.500 4.500	0.167 1.000 0.625 0.875
44. Vocation-Selective 45. Vocation-Preparative 46. Home and Family 47. Consumer.	9 3.887 14 2.595 15 2.167 13 2.800	0.596 0.850 0.460 0.630	9 3.917 14.5 2.500 14.5 2.500 16 2.357	0.642 0.969 0.605 0.768	8.5 4.000 12 3.000 14 2.500 13 2.900	0.367 1.305 0.629 0.633	10 14 15 13	3.833 2.167 1.750 2.500	0.541 0.667 0.432 0.625
Average of Q	1	0.798		0.787		0.641			0.795

(a) significant at the .01 level(b) significant at the .02 level(c) significant at the .05 level

<sup>.02</sup> level.



principals in the "Other" Category produced a value for chi-square of 4.03; a value for chi-square of 3.76 was obtained when Catholic principals and principals in the "None" Category were compared.

Significance at the .01 level was obtained on Task 37, (11.69) (An understanding of government and a sense of civic responsibility), between Protestant and Catholic principals. Among the other possible comparisons, only the comparison between Protestant principals and those in the "Other" Category produced a fairly high value for chi-square; the value in this case was 2.03.

Comparison of the ranking of Task 34, (8.61) (The habit of weighing facts and applying them to the solution of problems), was significant at the .02 level between Protestant and Catholic principals. The comparisons of the rankings of the principals in the "Other" Category and in the "None" Category with the Catholic principals were both significant at the .05 level. The values for the chi-square were 6.53 and 6.42 respectively. Comparison of the ranking of this task between Protestant principals and principals in the "Other" Category yielded a value for chi-square of 5.10; this value is almost significant at the .05 level.

Catholic and Protestant principals differed significantly at the .02 level on the ranking of Task 42, (8.25) (A sense of right and wrong). Catholic principals and principals in the "Other" Category differed at the .05 level; chi-square had a value of 7.50. Comparison between Catholic and principals in the "None" Category yielded a value of 5.00.

Significant difference was also obtained at the .05 level on

Task 39, (5.99) (Knowledge of world affairs and the inter-relationships among peoples), between Catholic and Protestant principals. A similar significant difference was also obtained on the comparing of the ranking of this task between principals in the "Other" Category and the Catholic principals, the value of chi-square was 6.53.

Comparison of Task 43, (Enjoyment of cultural activities), produced a value of 4.03 for chi-square between Catholic principals and those in the Category "Other", and a value of 3.75 between the principals in the "None" and the "Other" Categories. Between the "None" and the "Catholic" Categories the value decreased to 2.75.

Comparison of the ranking of Task 47, (5.00) (Management of personal finances), almost reached significance at the .05 level between principals in the "None" Category and Catholic Principals. The principals in the "None" Category also gave higher priority to this task than did the principals in the "Other" Category and Protestant principals. The values obtained for chi-square were 3.75 and 2.18 respectively.

Since significant differences were obtained at the .01 level, the null hypothesis is rejected and the alternative hypothesis is accepted.

There are significant differences based on the religious preference of the principal.

Hypothesis IV· "There will be significant differences based on the marital status of the principal."

Table XII lists the information on this sub-public.

No significant differences were obtained at the .01 or .02 levels of confidence.

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TABLE XII

COMPARISON OF THE RANKING OF THE TASKS OF THE SCHOOL ASSOCIATED WITH DIFFERENCES OF MARITAL STATUSES OF THE PRINCIPALS IN THE SAMPLE

1											
	TASKS	MARRIED	ED		SIN	SINGLE		RE	RELIGIOUS		
		= N)	100)		= N)	(8 =			(N = 6)		
		Rank	Median	0	Rank	Median	0	Rank	Median	O	
32.		12	2.950	1.327	10.5	•	1.000	6	3.750	56	
34.	Intellectual Skills. Creativity	7 C	5.602	0.454	n n m	5.500	0.750	n 0	4.500	0.561	
35.	Desire for Knowledge.	) <del>[</del>		0.722	H	6.500	0.750		000.9	0.875	
36.	Man to Fellow Man	4	5.100	0.837	3	5.500	0.662		5.833	0.441	
37.	Citizenship.	<u>ထ</u>		0.537	<b>∞</b>	4.000	0.400	13.5	3.000	1.000	
38.	Patriotism.	15		0.720	12	3.167	1.250	13.5	3.000	1.000	
39.	World Citizenship.	7	4.350	0.637	7	4.500	0.750	11	3.500	0.837	
· ·		-	301 6	779	13	000 8	1	-	3 500	1 375	
	Fllysical.	-† 'U	J. L70	tto:0	٦ · ٢	•	000.1		000.7	1 500	
41.	Emotionar.	n		0.808	5.5	4.833	0.750	٧ ر	4.833	0.669	
43.	Aesthetical.	10		0.612	10.5	•	0.833	4	4.857	0.607	
777	Vocation-Selective	6	3.886	0.626	6	3.900	0.100	$\infty$	3.833	0.928	
45.	Vocation-Preparative.	14	2.533	0.895	14.5	2.500	1.000		3.500	0.825	
46.	Home and Family.	16	2.214	0.509	14.5	2.500	1.000	15.5	2.500	62	
47.	Consumer.	13°	2.779	0.899	16	2.000	0.333	•	2.500	0.625	
Ave	Average of 0			.726			.744			0.831	
(c)	ini	level									

(c) significant at the .05 level.

Significant differences were obtained on two comparisons at the .05 level of confidence. Task 37, (7.02) (An understanding of government and a sense of civic responsibility), was ranked significantly higher by married principals than by members of religious orders. Single principals also ranked this task higher than did members of religious orders. The obtained value for chi-square for the latter comparison was 4.02.

Significant difference at the .05 level was also obtained by comparing the ranking of Task 47, (7.26) (Management of personal finances), between married principals and single principals.

Married principals assigned more emphasis to Task 34, (The habit of weighing facts and imaginatively applying them to the solution of problems), than did either of the other two categories. The comparison between married principals and members of religious orders yielded value for a chi-square of 2.77, while the other comparison yielded one of only 0.67.

Task 39, (2.02) (Knowledge of world  $aff_{airs}$  and the interrelationships among peoples), was favored more highly by married principals than by members of religious orders.

Comparison of the ranking of Task 43, (5.36) (Enjoyment of cultural activities), almost reached significance at the .05 level between the members of religious orders and married principals. The comparison with single principals yielded a value of 3.43.

Since no significance was obtained at the .01 level the null hypothesis is accepted.

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Hypothesis V. "There will be no significant differences based on the ethnic origin of the principal."

Information for this sub-public is given in Table XIII

No comparisons produced a value for chi-square sufficiently high
to be significant at the .01 level.

The ranking of Task 42, (8.43) (A sense of right and wrong), between principals of French origin and those of Non-European origin was significant at the .02 level. The comparison of the ranking by the principals of British origin and those of Non-European origin produced a value for chi-square of 4.74.

The ranking of Task 36, (6.31) (A feeling for other people), was significant at the .05 level between the principals of Non-European origin and those of British origin. The only other value of relatively high magnitude (3.73) was obtained by comparing the ranking of this task by principals of French origin with those of Ukrainian origin.

Significance at the .05 level was obtained on the ranking of Task 37, (7.04) (An understanding of government and a sense of civic responsibility), between principals of Non-European origin and principals of French origin, and also with principals of Ukrainian origin; in the latter instance the value of chi-square was 7.71. The other two comparisons between principals of Non-European origin and principals of other European origin and of British origin also yielded fairly high values for chi-square of 3.29 and 3.05 respectively.

While the following comparisons did not reach .01, .02, and .05 levels of confidence, the chi-square seems to have high enough values to indicate preferences.

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TABLE XIII

COMPARISON OF THE RANKING OF THE TASKS OF THE SCHOOL ASSOCIATED WITH DIFFERENCES IN ETHNIC ORIGINS OF THE PRINCIPALS IN SAMPLE

	TASKS	BRITISH (N=57)	SH 57)		FRENCH (N=12)	CH 12)		NA DA DA DA DA DA DA DA DA DA DA DA DA DA	UKRAINIAN (N=14)			OTHER EUROPEAN (N=21)	Z	Ä	OTHER NON-EUROPEAN (N=7)	EAN
		Rank	Median	0	Rank	Median	QR	Rank	Median	Q R	Rank	Median	6	Rank	Median	Ó
32.	Knowledge	12	3.000	1.107	14.5	2.500	1.333	8	4.000	1.241	12	2.917	1.237	13.5	2.333	0.939
33.	Intellectual															
	Skills	3	5.000	1.000	9	4.500	1.500	3	5.167	1.225	4	5.428	0.807	7	5,625	0
34.	Creativity	2	5.732	0.723	Ŋ	4.900	0.375	7	•	0.600	3	•	0.250	2	.33	0.531
35.	Desire for															
	Knowledge	П	6.294	0.828	-	6.167	0.861	_	6.625	0.551	Н	6.200	0.927	П	6.625	0.943
36.	Man to Fellow										(					
	Man	ر 2		0.789	2.5	5.500	0.625	7.	4.750	0.771	2. c	.75	0.471		9 °	$\infty$
37.	Citizenship	∞	4.200	0.571	$10^{c}$	3.944	0.333	11 %	3.83	0.473	$\infty$	4.231	0.511	2 2 2	10	.5
38.	Patriotism	15	2.625	1.500	13	2.833	0.916	15	2.167	$\circ$	14	, 55	7	16	က	5
39.	World															
	Citizenship		4.325	0.803	∞	4.071	0.428	9	•	0.680	7	.45	0.500	8.5	000.4	.67
.04	Physical	11	3.222	0.666	11	3.000	1.125	12	3.500	9.	11	Τ.	.739	11	00.	9.
41.	Emotional	9	4.631	1.270			0.650	4	•	0.800	2	.95	20	7	. 25	.53
42.	Ethical	5.	4.725	0.705	2.5 <sup>D</sup>	5.500	0.875	7	4.500	1.021	9	0	.859	10 <sup>D</sup>	3.875	0.468
43.	Aesthetic	10	3.853	0.656			0.833	6	3.928	0.678	6	3.791		9	00.	. 5
. 44	Vocation-															
	Selective	6	3.896	0.614	7	4.167	0.666	10	3.875	0.364	10	3.667	0.692	8.5	4.000	0.425
45.	Vocation-															
	Preparative	13	2.805	0.892	12	2.900	1.000	16	1.500	0.833	15	2.312	0.734	15	2.250	1.125
.94	Home and															
	Family	16	2.304	0.722	14.5	•	0.625	14	2.214	0.580	16	2.036	0.410	13.5		0.937
47.	Consumer	14	2.762	0.593	15	2.250	0.479	13	9.	. 53	13	. 88	0.562	12	,62	. 48
Average	age of 0			0.840			0.789			0.737			0.665			0.695
13	1 4 4	+ + +	0.3.1	╢╴			. 11									

(b) significant at the .02 level.(c) Significant at the .05 level.

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Task 38 (Loyalty to America and the American way of life), was emphasized most highly by principals of French origin. The highest value of chi-square (4.07) was obtained by comparing this group with principals of British origin.

Task 41, (An emotionally stable person), was stressed most strongly by principals of French and Ukrainian origins. The greatest differences were exhibited by comparing these two with the principals of British origin. Between the French and British, the value of chi-square was 3.74; between the Ukrainian and the British, the value was 2.17.

Task 45, (Specialized training for placement in a specific job), was favored by the principals of British and French origins. Comparison of the former group with principals of Ukrainian origin yielded a value of 5.26 (almost significant at the .05 level); comparison of the principals of French origin with those of Ukrainian origin produced a value of 3.22.

Since no significant difference was observed at the .01 level of confidence, the null hypothesis is retained.

Hypothesis VI. "There will be no significant differences based on the number of offspring the principal had, has, or will have attending school."

Table XIV lists the information concerning this sub-public.

No significant differences were obtained at either the .01 or .02 levels of confidence.

Task 47, (6.86) (Management of personal finances), was ranked significantly different at the .05 level by principals with children

THE RESERVE OF THE PERSON NAMED IN COLUMN TWO IS NOT THE OWNER.

TABLE XIV

COMPARISON OF THE RANKING OF THE TASKS OF THE SCHOOL ASSOCIATED WITH DIFFERENCES IN THE AGE GROUPS OF THE PRINCIPALS' CHILDREN

		POST	SCHOOL	AGE	OF	F SCHOOL	OOL AGE		PRIOR SCHOOL	SCHOOL AGE	H	NONE	HZ	
	TASKS	N)	(1 = 15)			= N)	58)		(N =	20)		(N	20)	
		Rank	Median	٥ م	Rank		Median	0	Rank	Median	0	Rank	Median	0
32.	Knowledge	12	2.800	0.875	17	2 2.	2.928	1.297	12	3.072	0.783		3.643	0.929
34.	Skills Creativity	4.2	5 5.000	0.771		3 5,	5.300	0.972	5.5	4.500	1.024	3.5	5,000	1.033
35.	Desire for Knowledge	<del>,</del> l	6.417	0.586		1 6	6.233	0.631	<del>,</del> 1	6.591	0.439	<del>,</del> l	6.167	0.812
36.	Man to Fellow													
		3	5.400	0.716	7	4 5.	5.000	6	4		$\sim$	2	9	
37.	Citizenship	6	4.091	•	8		4.178	0.631	7	4.409	0.795	6	3.954	0.499
38.	Patriotism World	13	2.667	1.240	17		.571	. 22	14.5	•		14	_	•
· )	Citizenship	7	4.286	0.656		7 4.	.405	0.653	<b>∞</b>	4.277	0.603	7	4.300	0.822
40.	Physical Emotional	111	3.083	0.666	11	1 3.	.153	0,683	11	3.400	0.633	12	3.125	0.625
42.	Ethical			0.093	, 9		.555	0.453	5.5	4.500	0.861	,	5.214	0.800
43.	Aethetical	10	3.800	0.625	10		.887	0.526	10	<b>ω</b>	0.733	<b>∞</b>	4.125	999.0
7.7	110001													
• †	Selective	8	4.125	0.850	o,	9 3.	.933	0.524	6	3.722	0.603	10	3.944	0.625
45.	Vocation-													
7.6	Preparative	15	2.417	0.679	15		2.500	0.999	13	2.750	0.583	13	2.928	0.983
47.	umer imer	14	2.600	0.800	11	ပ	.923	• •	14.5	2.500	0.527	16 <sup>c</sup>	2.227	
Ave	Average of Q			0.716				0.735			0.680			0.778
1:			1											

(c) significant at the .05 level.

·		

of school age when compared with principals with no children. This was the only comparison which yielded a significant difference at the .05 level. The next highest value of the chi-square on the ranking of this task was obtained by comparing the ranking of principals with children of school age with the ranking of principals with children younger than school age. The value, however, was only 2.77.

Principals with no children gave more emphasis to Task 32, (A fund of information about many things), than any other categories of principals. The greatest differences were obtained between this group and principals with children of post school age and between principals with children of school age. The values of chi-square were 2.75 and 2.34 respectively.

Tasks 41, (An emotionally stable person), was preferred by principals with children below school age. Comparison of the ranking of this task by the above principals with the ranking of principals with children of school age yielded a value for chi-square of 3.22. Principals with children of post school age assigned higher priority to this task than did principals with children of school age; the value of the chi-square, however, decreased to 2.23.

Task 42, (A sense of right and wrong), was ranked highest by principals with no children. The greatest difference was obtained between the ranking of this task by the above principals and the ranking of principals with children of school age; the value of chi-square was 3.22. Comparison between the same group of principals and principals with children below school age yielded a value of 2.50.

Task 46, (The homemaking and the handyman skills related to family living), was preferred by principals with children of school age. Comparisons of the ranking of this task by this group with principals having children below school age and principals with no children yielded values for chi-square 4.69 and 2.50 respectively.

Since no difference was obtained which was significant at the .01 level of confidence, the null hypothesis is accepted.

## Professional and academic variables

Hypothesis VII. "There will be no significant differences based on the amount of professional and academic training of the principal."

Table XV lists the information on this sub-division of the principals.

Significant difference at the .01 level of confidence was obtained by comparing the ranking of Task 38, (10.71) (Loyalty to America and the American way of life), between principals with 4 years of training and those with 5 years. On the same task, significant difference at the .05 level was obtained by comparing the ranking between the principals with 5 years of training with principals having 6 and 7 years of training; the value of chi-square in this case was 6.34. Further comparisons, though not significant at the .01, .02, and .05 levels, were quite high. Principals with 4 years of training emphasize this task more than principals with 1 to 3 years of training; the value of the chi-square was 2.41. Comparing the ranking for pincipals with 1 to 3 years of training with those having 5 years yielded a value for chi-square of 4.29. The comparison between principals having 4

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COMPARISON OF THE RANKING OF THE TASKS OF THE SCHOOL ASSOCIATED WITH DIFFERENCES IN YEARS OF TRAINING OF THE PRINCIPALS IN THE SAMPLE

1													
		CATE	CATEGORY 1		CAT	CATEGORY 2		CATEGORY	ORY 3		CAT	CATEGORY 4	
	TASKS	(1-3)	(1-3 years)		7)	(4 years)		(5 ye	(5 years)		(6-7		
		(I Rank	(N=7) Rank Median	0	Rank	(N=39) Median	0	(N=32) Rank Me	32) Median	ŏ	Rank	(N= 35) hk Median	0
1													
32.	Knowledge Intellectual	16	3.000	1.062	13.	3.000	1.062	12	3.000	1.280	12.	3.000	1.109
	Skills	5	5.000	1.125	9	4.850	0.987	3	5.357	1.000	3	5.389	1.019
34.	Creativity.	ന	5.750	0.875	2	5.333	0.779	2	5.633	0.708	2	5.700	0.725
35.	Desire for Knowledge	-	6.250	0.853	1	6.454	0.396	-	6.417	0.721	-4	6.167	0.869
(			1	(			1			(		1	(
36.	Man to Man	7	5.875	0.406	7 '	5.094	1.140	4	4.944	0.964	4	5.357	0.971
37.	Citizenship	6	3.875	0.468	∞"	4.104	0.422	ω (χ	4.0	•	ص ر	4.437	0.619
38.	Patriotism	12	2.875	0.532	11 2	3.312	1.183	14 4		0.632	16	1.444	0.920
39.	World												
	Citizenship	∞	4.125	0.469	7	4.393	0.669	7	4.389	1.389	7	4.367	0.630
40.	Physical	11.	3.250	1.125	12	3.125	0.533	11	3.611	0.350	12,		0.497
41.	Emotional	4 <sub>P</sub>	5.375	0.377	ပ ြ	5.208	0.890	2	4.773	0.250	8 2	c 4.250	Ö
42.	Ethical	6.5		0.687	5	5.000	0.753	9	4.428	0.709	2	4.625	0.
43.	Aesthetic	10	3.625	0.499	6	4.077	0.918	6	3, 935	0.524	10	3.800	. 56
747	Vocation-												
	Selective	6.5	6 4.333	0.583	10	3.857	0.535	10	3.857	0.525	6	3.884	0.698
45.	Vocation-							C			C		
			5 2.375	1.357	15	2.428	1.012	15	2.136	0.841	12	3.000	0.879
. 94	Home & Family	y 15	2.125	0.531	16	2.281	0.674	16	2.119	0.381	15	2.417	0.760
47.	Consumer	13,5	- 1	0.944	14	2.533	0.721	13	2.778	0.316	14	2.773	0.823
Ave	Average of Q			0.743			0.792			0.689			0.813
			- = 0	T .									

significant at the .01 level.

<sup>.02</sup> level. significant at the significant at the (C) (E) (C)



years of training and those with 5 years produced a value for chisquare of 4.14.

Significant difference at the .02 level was obtained on the ranking of Task 41, (8.40) (An emotionally stable person), between principals with 1 to 3 years of training and those having 6 and 7 years. Significance at the .05 level was obtained on this task between the principals with 4 years of training and those with 6 and 7 years; the value of the chi-square was 7.46.

Significant difference at the .05 level was produced on the ranking of Task 45, (7.70) (Specialized training for placement in a specific job), between principals with 6 and 7 years of training and those with 5 years of training. Comparison of the ranking of this task by principals with the most years of training and with those having 4 years of training yielded a value for chi-square of 3.81. Comparison between principals with the most years of training and those with the fewest years produced a value of 1.90.

Though no significant differences at the .01, .02 and .05 levels of confidence were obtained on the ranking of Task 32, (A fund of information about many things), it would appear that principals with less training emphasize this task more than those with more years of training. Values for chi-square obtained by comparing the ranking of this group with principals having 4 years of training yielded a value of 1.79; with principals having 5 years, the value was 2.93, and with principals having 6 to 7 years, the value was 3.22.

Task 36, (A feeling for other people), was preferred by principals with 1 to 3 years of training. Values for the chi-square observed

when comparing the ranking of this group with the others were: with principals having 4 years, 3.45; with principals having 5 years, 3.45; with principals having 6 to 7 years, 1.54.

Principals with 4 years of training placed more emphasis on Task 43, (Enjoyment of cultural activities), than the other principals. Comparison of the ranking of this task by this group produced the following values for chi-square: with principals having 1 to 3 years, 3.06; with principals having 5 years, 2.27; with principals having 6 and 7 years, 5.51. The last comparison was almost significant at the .05 level.

Since significant difference was obtained at the .01 level of confidence, the null hypothesis is rejected and the alternative is accepted. There are significant differences on the ranking of the tasks of the school based on the number of years of professional and academic training of the principal.

Hypothesis VIII. "There will be no significant differences based on the major field of study of the principal."

Table XVI lists the information on the sub-divisions of principals when divided according to fields of major study.

No significant differences were observed to exist at the .01, .02, and .05 levels of difference.

Two relative high values for chi-square were obtained on the ranking of Task 32, (A fund of information about many things). Comparing the ranking of this task between principals with mathematics as their major field of study and those with science as theirs produced a value

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TABLE XVI

COMPARISON OF THE RANKING OF THE TASKS OF THE SCHOOL ASSOCIATED WITH DIFFERENCES IN MAJOR FIELDS OF STUDY OF PRINCIPALS IN SAMPLE

11																
1	I TASKS	MATHEMATICS	(ATICS		SOCIAL	AL SCIENCES	NCES	0,1	SCIENCE		LANGUAGE	(GE		OTHER	ER	
		= N	= 33)		N)	[ = 31)			(N = 17)		(N	: 18)		N N	13)	
-11		Rank	Median	8	Rank	Median	8	Rank	k Median	n Q	Rank	Median		Rank	Median	0
32. 33.	Knowledge. Intellectual	11	3.437	0.941	14	2.714	1.051	16	2.312	1.215	11	3.000	0.573	11	3.000	0.573
	Skills	5	5.000	0.901	3	5.428	1.109	7	5.000	0.971	7	5.000	1.000	7	5.125	0.770
34.	Creativity	2	2.600	0.879	7	5.615	0.591	2	5.583	•	ന	5.357	0.613	က	41	0.761
30.	Lesire for Knowledge	H	6.529	0.688	<del>, -</del>	6.350	0.446	<del>, -</del>	5.800	0.989	<b>~</b>	6.600	0.625	-	6.200	0.750
36.	Man to Fellow															
	Man	4	5.041	1.250	4	4.909	0.810	3	37	.93	2	•	0.868	2	.5	•
37.	Citizenship	∞	4.235	0.609	∞	4.075	0.387	7	4.437	0.722	9.5	3.90	0.722	7	4.250	1.008
38.	Patriotism	13	2.917	1.213	15	2.250	1.044	13	75	. 18	16	•		12	2.875	1.282
39.	World															
	Citizenship	7	4.250	0.553	7	4.607	0.705	∞	. 14	•	7		.62	6	4.000	0.687
. 04	Physical	12	3.200	0.633	11	3.363	0.704	11	.15	•	12		.81	13	2.600	. 7
41.	Emotional	3	5.200	1.128	9	4.714	976.0	<b>6</b> ¥	.57	•	9	4.750	0.625	Ω	5.083	0.667
42.	Ethical	9	4.615	0.750	2	4.850	0.843	5	4.625	0.968	2		.95	9	4.400	$\infty$
43.	Aesthetical	6	3.909	0.794	6	3.842	0.320	10	.81	•	∞	4.100	0.475	10	3.600	0.650
74.	Vocation-													>		
	Selective	10	3.846	0.722	10	3.687	0.826	6	4.000	0.477	9.5	3.900	0.475	<b>6</b> ∞	4.050	0.325
45.	Vocatione															
	Preparative	15	2.545	0.828	13	2.727	0.842	14	•	•	14	2.700	1.112	16	3	•
. 94	Home & Family		2.200	0.659	16	2.133	0.602	15	2.428	0.610	13	2.378	0.611	15	2.417	•
47.	Consumer		2.625	0.688	12	2.846	0.618	12	2.917	0.833	15	2.500	0.656	14	2.583	0.641
er	Average of Q			0.833			0.740			0.757			0.699			0.710

(x) greatest degree of difference.

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HAT			29		
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for chi-square of 4.67. Comparison of the ranking of the same task between principals with language as their major field of study and those with science as theirs yielded a value of 4.68.

Three comparisons on the ranking of Task 36, (A feeling for other people), yielded relatively high values for chi-squre. Comparison between principals with language as their major field of study and those with social science as theirs produced a value of 3.20; between principals with language as their major and those with mathematics gave a value of 2.30. A last comparison between principals with "other" fields of study as their major and those with social science yielded a value of 2.56.

On the ranking of Task 37, (An understanding of government and a sense of civic responsibility), comparison of principals with science as their major field of study and those with language as theirs yielded a value for chi-square of 3.23; between principals with social science as their major and those with science produced a value of 2.63.

Comparison on the ranking of Task 40, (A well cared for, well developed body), yielded a value of 2.92 between mathematics major and "other" majors; a value of 3.25, between "other" majors and social science majors; a value of 3.48, between science majors and "other" majors, and a value of 3.70 between language majors and "other" majors.

Comparison of the ranking of Task 41, (An emotionally stable person), yielded a value for chi-square of 5.09 between mathematics majors and science majors, and a value of 3.86 between mathematics majors and language majors.

Comparison on the ranking of Task 44, (Information and guidance for wise occupational choice), produced a value for chi-square of 3.07 between mathematics majors and majors in "other" subjects; a value of 5.14 was obtained between principals with science majors and those with "other" majors.

Since no difference was observed to be significant at the .01 level of confidence, the null hypothesis is accepted.

Hypothesis IX. "There will be no significant differences based on the recency of formal education of the principal."

Table XVII lists the information on this sub-public.

No significant differences were observed at the .01 or .02 levels of confidence.

Significant difference at the .05 level was obtained on the ranking of Task 36, (6.72) (A feeling for other people), between the principals in Category 1 and those in Category 2. Other high values obtained for chi-square were: 2.04, between the ranking of principals in Category 1 and those in Category 5; 5.38, between principals in Category 2 and those in Category 3; 2.16, between principals in Category 2 and those in Category 5.

Significant differences occurred at the .05 level on the ranking of Task 37, (7.50) (An understanding of government and a sense of civic responsibility), between principals in Category 5 and those in Category 1 and also between principals in Category 5 and those in Category 3. The value of the chi-square in the latter comparison was 6.49. Other comparisons on the ranking of this task which produced

TABLE XVII

COMPARISON OF THE RANKING OF THE TASKS OF THE SCHOOL ASSOCIATED WITH DIFFERENCES IN RECENCY OF TERTIARY EDUCATION UNDERTAKEN BY THE PRINCIPALS IN SAMPLE

11	TASKS	CATI	CATEGORY 1		CA	CATEGORY	2	CATI	CATEGORY 3		CATEGORY	ORY 4		CATEGORY	3¥ 5	
		(1) (N) Rank	(1 year) (N=30) Rank Median	8	(2 Rank	2 years) (N=23) Median	an Q	(3 (Rank	3 years) (N=24) Median	8	(4-6 (N=	(4-6 years) (N=16) ank Median	0	(7 vea (N Rank N	vears or (N=5) Median	more
32.	Knowledge Intellectual	12	3.000	1.036	14	2.750	1,771	11	3.062	0.866	9.5	4.000	1.200	12 3	000	0.873
	Skills	4	5.388	0.833	3	5.500	0.709	5	4.750	0.	4	5.167	0.	8 4	4.300	. 22
34.	Creativity Desire for	က	5.500	0.707	2	5.727	0.578	က	5.000	0.820	2	5.500	0.850			0.812
	Knowledge	Н	6.100	0.409	-	6.542	0,635	7	6.545	0.886	1	6.500	0.750	1 6	.500	0.666
36.	Man to Fellow				7									-}		
	Man	2°c	5.571	0.856	, 3, 5 , 5 , 5 , 5 , 5 , 5 , 5 , 5 , 5 , 5	4.565	0.780	2	. 54	.93	3	5.000	0.791	3 6		. 7
37.	Citizenship	<u>ထ</u>	4.026	0.395	, 0 0	4.067	0.310	∞	4.182	0.573	9.5	4.000	0.500	500%		
38.	Patriotism	16	2.071	1.109	12	3.000	1.467	15	.58	.15	13	3.000	0.916	14.5	2.500	1.312
39.	World .												,			
	Citizenship	7	4.423	0.335	7	4.286	0.828	7	4	/	2	4.333	9.		200	.11
. 04	Physical	11	3.071	0.405	11	3,444	626:0	13	9	0.794	12	3.375		10.5 3.	200	0.562
41.	Emotional	2	5.125	0.937	2	4.750	0.712	9	/	7	9	4.300	$\infty$		000	.58
42.	Ethical	9	4.700	0.894	4	4.850	0.744	4	4.857	0.733	7	4.167	1.167	7 9	833	1.000
43.	Aesthetical	6	3.970	0.441	10	3.650	0.423	10	9	0.700	∞	4.045	7.	10.5 3	. 500	0.968
744.	Vocation-															
	Selective	10	3.785	0.569	6	4.000	0.714	6	4.076	0.384	11	3.700	0.750	9 3	.833	0.833
45.	Vocation-															
	Preparative	14	2.500	0.840	16	2.571	0.961	12		1.229	15	2.500	.73	14.5 2	. 500	1,000
. 94	Home & Family		2.125	0.465	15	2.650		16	2.291		16	2.167	0.555		. 500	ထ္
47.	Consumer	13	2.653	0.954	13	2.778	0.661	14	9 1	0.584	14	2.643	9	14.5 2	. 500	9 "
Aver	rage of Q			0.699			0.798			0.795			0.787			0.87
<u></u>	significant at	t the	.05 leve	1.												

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high values for chi-square were between principals in Category 5 and in Category 4, the value was 4.98.

The ranking of Task 38, (Loyalty to America and the American way of life), produced two relatively high values for chi-square between principals in Category 4 and Category 1, the value was 4.87; between principals in Category 4 and Category 5 the value was 3.46.

Comparison of the ranking of Task 43, (Enjoyment of cultural activities--the finer things of life), yielded a value for chi-square of 2.11 between principals in Category 1 and in Category 2; between principals in Category 4 and Category 5 the value of the chi-square was 3.46.

Since no significant difference was obtained at the .01 level of confidence, the null hypothesis is accepted.

Hypothesis X. "There will be no significant differences based on the teaching experience of the principal."

No significant difference was observed at the .01 level of confidence.

Table XVIII supplies information on this sub-public.

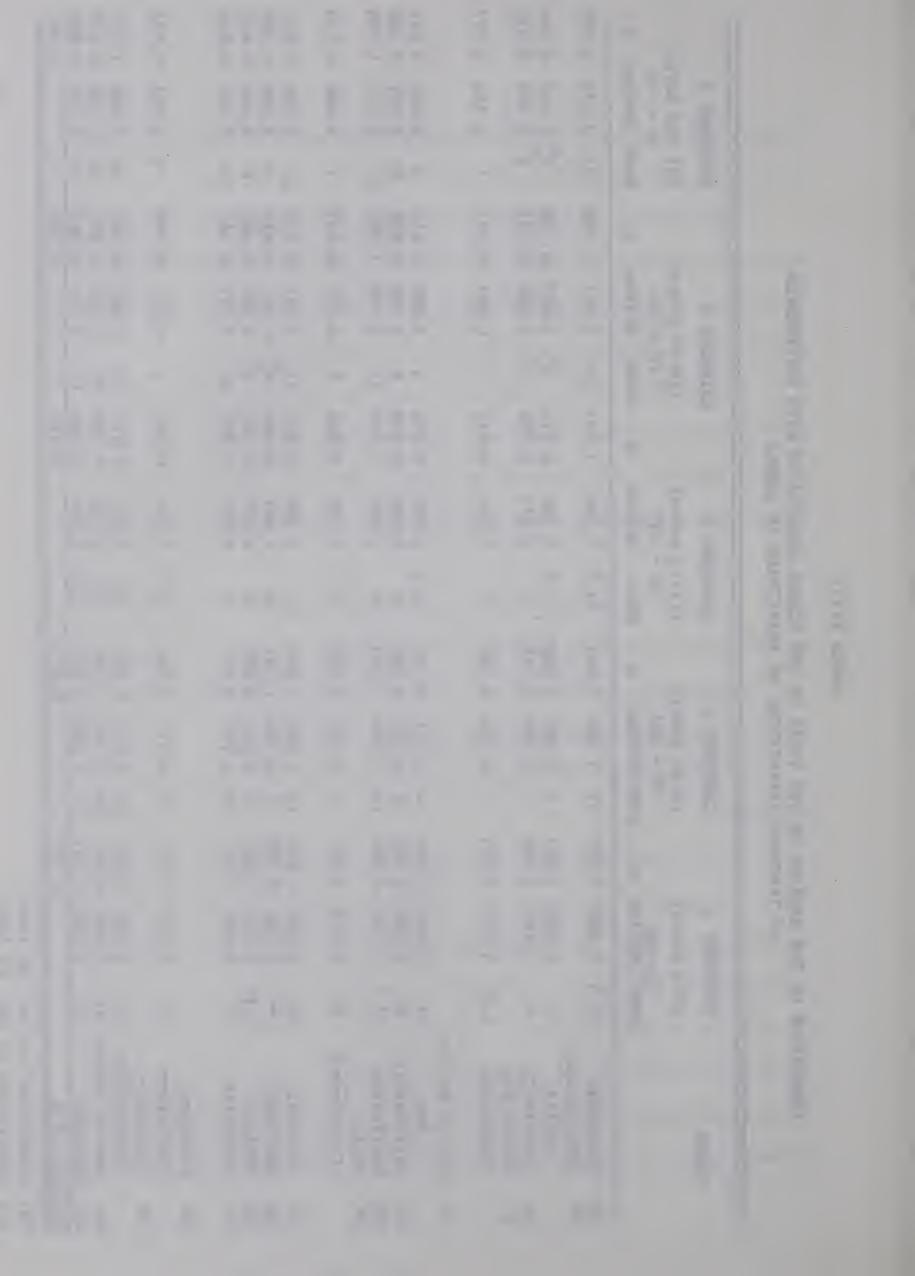
Significant difference was obtained at the .02 level by comparing the ranking of Task 33, (9.16) (Efficient use of the 3 R's), between principals in Category 4 and Category 5. The comparison of the ranking of this task between Category 4 and Category 1 yielded a value of 5.25, between principals in Category 3 and Category 1, the value was 2.48; between principals in Category 4 and Category 2, the value was 2.91, and between Category 3 and Category 5, the value was 2.22.

COMPARISON OF THE RANKING OF THE TASKS OF THE SCHOOL ASSOCIATED WITH DIFFERENCES OF TEACHING EXPERIENCES OF PRINCIPALS IN SAMPLE

	TASKS	CATI	CATEGORY 1		CAT	CATEGORY 2		CATEGORY	)RY 3	0	CATEGORY	RY 4		CATEGORY	GORY 5	
		(0-5 Rank	(0-5 years) ank Median	8	(6-1 (N Rank	(6-10 years) (N = 18) Rank Median	8)	(11-15 (N = Rank	years) = 22) Median	0	(16-2) (N Rank	(16-20  years) (N = 19) Rank Median	8	(21 ¢	and more) (N = 45) . Median	e) n 0
32.	Knowledge	12.5	2.500	1.025	11	3.100	1.041	13.5	2.700	1.137	13	2.417	1.262	11	3.514	0.958
34.	Intellectual Skills Creativity	7 5	4.500	1.041	£ 61	5.250	1.000	2.5	5.500	0.976	3 <sup>b</sup>	5,683	0.536	5 <sup>b</sup>	4.667	0.556
35.	Desire for Knowledge	1,5	5.833	0.933	-	6.250	0.584	Н	6.300	0.912	Н	6.083	0.987	Н	6.562	0.672
36.	Man to Fellow	4														
37.	Man Citizenship Patriotism	3 9 12,5	5.667 3.928	0.800	4 8 4	5.071 4.227 2.700	0.712 0.491 1.240	2.5 8 16	5.500 4.054 2.000	0.836 0.610 1.475	4 8 12	5.000 4.300 2.750	0.917 0.628 1.082	د ه د <u>ا</u>	5,067 4,187 2,637	0.811 0.528 1.204
39.	World Citizenship	29		0.267		4.250	0.656	7 <sup>c</sup>	4.100	009°0	6	4.222	•	7	4.400	•
40.	Physical Emotional	11 4c		0.637	12	2.900	0.858	11	3.389	0.627	14 6°C	2,411	0.532	12	3.284 5.000	0.622
42.	Ethical Aesthetic	1.5 <sup>c</sup>	5.	1.182		4.667	0.896	20	4.875	0.792	5° 10	4.562	68 44	10	4.545	0.415
44.	Vocation-														1	•
45.	Selective Vocation -	10	3.833	0.575	6	4.071	0.750	10	3.750	0.663	7	4.312	0.640	6	3.942	0.432
97	Preparative	15	2.250	0.687	15	2,611	0,793	12	2.833	0.975	1.5	2,400	0.862	14	2.636	1.127
47.	1		2,333	0.541		2.786	0.727	13.5	1		11	3,111	1,083	15	2.529	0.600
Aver	rage of Q			0.735			0.819			0.012						- 11

<sup>(</sup>b) significant at the .02 level.(c) significant at the .05 level.

significant at the .05 level



Significant difference at the .05 level was obtained on the ranking of Task 34, (6.36) (The habit of weighing facts and imaginatively applying them to the solution of problems), between principals in Category 4 and Category 5. Other relative high values for chi-square were obtained by comparing the ranking of this task between principals in Category 4 and Category 1, the value was 3.97; between principals in Category 4 and Category 3, the value was 4.57.

Significant difference at the .05 level on the ranking of Task 38, (6.38) (Loyalty to America and the American way of life), was obtained between principals in Category 1 and Category 5. Category 1 was the most deviant. Comparisons of the ranking of the principals in this Category and the principals in the others produced fairly high values for chi-square, with the principals in Category 2, the value of the chi-square was 4.35; with those in Category 4, the value was 4.88, and with those in Category 5, the value was 3.64.

Category 1 was also the most deviant in the ranking of Task 41, (An emotionally stable person). Comparing the ranking of this task by the principals in Category 1 with the principals in Category 2 yielded a value of 5.68; with those in Category 4, a value of 7.26, (This is significant at the .05 level.) with principals in Category 5, a value of 4.67.

Principals in Category 1 were the most deviant for the third time in the ranking of Task 42, (A sense of right and wrong). Comparing the ranking of this Category with the principals in the other categories produced the following values for chi-square: with the principals in

Category 2, a value of 3.67; with the principals in Category 3, a value of 2.95; with those in Category 4, a value of 6.14; (This is significant at the .05 level.) with principals in Category 5, a value of 3.64.

Two fairly high values for chi-square, though not significant at the .01, .02, and .05, levels of significance, were obtained on comparisons of Task 40, (A well cared for, well developed body). The comparison of the ranking between principals in Category 5 and Category 2 produced a value for chi-square of 5.34; between the principals in Category 5 and Category 4, the value was 2.05.

While the ranking of Task 47, (Management of personal finances), produced few disagreements, two values of the chi-square were fairly high. The comparison of the ranking of principals in Category 4 and Category 1 produced a value of 3.98, and between the principals in Category 4 and those in Category 5 the value was 4.14.

Even though much disagreement was exhibited, none of the comparisons produced a value for chi-square large enough to be significant at the .01 level of confidence, the null hypothesis is, therefore, accepted.

Hypothesis XI. "There will be no significant differences based on the number of years as a principal."

Table XIX lists the information on this sub-public.

No significant differences were found to exist at the .01 and .02 levels of confidence.

Significant difference at the .05 level was produced on the comparison of the ranking of Task 34, (6.02) (The habit of weighing

TABLE XIX

COMPARISON OF THE RANKING OF THE TASKS OF THE SCHOOL ASSOCIATED WITH DIFFERENCES IN YEARS OF EXPERIENCE AS PRINCIPALS OF PRINCIPALS.

	r more)		0	0	0.538		0.732	.85	.67	1.476	.42	9.	9	0.857	9.	0		0.680	۰	0
CATEGORY 4	) years or	he = 54	Rank Median		5.000		6.428	5,233	4.192	2.591	4°400	•	4.786	4.500	3.804	ထ	. 7	2.220	۱۹	
CA	6 )		Ran	11	4	2,7	-	3	∞	15	7	12	5	9	10	6	13	16	14	
			ô		006.0	•	0.802	•	0	0.968	•	. 12	.07	0.871	.88	•	•	0.525	0	0.808
CATEGORY 3	(6-8 years)	( = 18)	Median	3.300	5.000	5.786	6.300	4.	4°	2.625	0	3.000	4.500	5.071	3.900	.07	. 78	2.200	.87	
CATE	8-9)	N)	Rank	11	4	2	Н	2	6,5		6.5	12	6.5	က	10	6	14	16	13	
			8	6.	1,517	$\infty$	0.630	.74	39	1.290	.35	.42	.38	1.066	, 55	.75	. 78	0.402	. 58	0.731
ORY 2	years)	- 17)	edian	3.000	5.571	5.600	6.417	5.400	4.208	2.625	4.042	2.950	2.000	4°400	3.889		•	2.428	•	
CATEGO	(3-5)	Z Z	Rank Me	11	3	2	-	4	∞	14	6	12	5	9	10	7	16	15	13	
0	)		Ran	7	10	<b>.</b> 0	7	7	8	7	σ	10	0	7	_	7	10	ω	3	7
			0	0.937	1.125	0.416	0.667	0.687	0.333	1.167	0.818	0.675	1.050	0.637	0.57	0.627	0.725	0.618	0.763	0,737
ORY 1	(0-2 years)	= 24)	Median	2.500	5.214	5.857	6.167	5.167	3.944	2.700	4.591	3,500	4.900	4.800	4°045	3.700	2.277	2.227	2.500	
CATEGORY	(0-2	= N)	Rank	14.5	s 3	25	Н	4	ى ئ	12	7	11	5	9	<b>∞</b>	10	vel3	16	14.5	
				a)	tual Skills	ty. or	dge	Fellow Man	hip	Sm	World Citizenship		7		cal	Vocation-Selective	Vocation-Preparativel3	Family		
	TASKS			Knowledge	Intellectual	Creativity. Desire for	Knowledge	Man to Fe	Citizenship	Patriotism	World Ci	Physical.	Emotional	<b>Ethical</b>	Aesthetical	Vocation	Vocation.	Home and	Consumer	age of Q
				32°	33.	34.		36.	37.	38.	39.	40.	41.	42.	43.	44.	45.	.94	47.	Average

(c) significant at the .05 level

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facts and imaginatively applying them to the solution of problems), between principals in Category 1 and Category 4. Only another comparison produced a relatively high value for chi-square on the ranking of this task. The ranking between principals of Category 3 and Category 4 differed sufficiently to produce a value for chi-square of 2.24.

Significant difference at the .05 level was obtained on the ranking of Task 37, (7.14) (An understanding of government and a sense of civic responsibility), between principals in Category 3 and Category 1. Comparison of the ranking of this task between principals in Category 1 and Category 4 yielded a value of 4.79 for chi-square.

Other comparisons, though not significant at the .01, .02 and .05 levels were fairly high.

Comparison of the ranking of Task 39, (Knowledge of the world affairs and the inter-relationships among peoples), between principals in Category 1 and Category 4 yielded a value for chi-square of 5.31. Comparisons of the ranking of this task between principals in Category 2 and in Category 3 produced a value for chi-square of 3.66; between Category 3 and Category 4 the value was 4.14.

Comparison of the ranking of Task 40, (A well cared for, well developed body), between Category 1 and Category 3 yielded a value for chi-square of 4.17; between principals in Category 3 and Category 4, the value was 2.24.

Comparison of the ranking of Task 41, (An emotionally stable person), between principals in Category 1 and Category 2 produced a

value for chi-square of 2.30; between principals in Category 2 and Category 3, the value was 3.66; between the principals in Category 2 and Category 4 the value was 3.22.

Comparison of the ranking of Task 44, (Information and guidance for wise occupational choice), between principals in Category 1 and Category 2 yielded a value of 2.39 for chi-square. The comparison of the ranking of this task between principals in Category 2 and Category 4 produced a value of 3.11.

Since no difference was found to be significant at the .01 level of confidence, the null hypothesis is retained.

School and district variables.

Hypothesis XII. "There will be no significant differences based on the type of school in which the principal is employed."

Table XX lists the information on this sub-public.

No differences were found to be significant at the .01,.02, and .05 levels of confidence.

The greatest difference was found in the comparison of the ranking of Task 38, (5.54) (Loyalty to America and the American way of life). Principals in academic schools assigned higher priority to this task.

Taks 36, (3.51) (A feeling for other people), was preferred by principals in the vocational or composite schools.

Task 44, (2.52) (Information and guidance for wise occupation choice), was given higher preference by principals in academic schools.

Task 45, (4.08) (Specialized training for placement in a specific

TABLE XX

COMPARISON OF THE RANKING OF THE TASKS OF THE SCHOOL ASSOCIATED WITH DIFFERENCES IN THE TYPES OF SCHOOLS IN WHICH THE PRINCIPALS ARE EMPLOYED

	TASKS	- 1	ACADEMIC (N = 86)			COMPOSITE (N =	ITE AND VOCATIONAL N = 27)	IONAL	1
			Rank	Median	ð	Rank	Median	6	
32.	Knowledge		12	6	•	11	•	.13	1
33.	Intellectual Skills		3	5.227	866.0	2	4.857	0.991	
34.	Creativity		2	5.591	•	က	•	.73	
35.	Desire for Knowledge		П	7	•	1	•	.61	
36.	Man to Fellow Man		7	5.036	•	2	•	•	
37.	Citizenship		∞ *	4.133	0.491	7.	4.231	0.698	
38.	Patriotism		13*	2.848	•	16*	•	•	
39.	World Citizenship		7		•	∞	•	•	
40.	Physical		11	21	.57	12	•	•	
41.	Emotional		2.		.94	<b>6</b>	•	•	
42.	Ethical		9	62	0.832	4	4.889	0.828	
43.	Aesthetical		10		.65	6	•	•	
44.	Vocation Selective		6	3.925	•	10,	$\infty$	•	
45.	Vocation-Preparative		15	37	•	13*	3.050	•	
.94	Home and Family		16	2.120	0.477	15	2.550	0.710	
47.	Consumer.		14	68	0.619	14	9.	•	
Aver	Average of Q				0.778			0.772	
1									

(x) greatest degree of difference

job), was given higher priority by principals in vocational or composite schools.

Task 46, (2.70) (The homemaking and the handy man skills related to family living), was favored by principals in the vocational or composite schools.

Since no difference was found to be significant at the .01 level of confidence, the null hypothesis is accepted.

<u>Hypothesis XIII.</u> "There will be no significant differences based on type of school district in which the principal is employed."

Table XXI supplies the information on this sub-public.

The ranking of Task 32, (10.29) (A fund of information about many things) between principals in separate or private Catholic schools and principals in division or rural county schools was significant at the .01 level. When the ranking of the former was compared with the principals in city, town or village schools, the difference was significant at the .05 level; the value of chi-square was 7.41. Comparison of the ranking of this task between principals in the same group and principals in separate or private Protestant schools was almost significant at the .05 level; the value of chi-square in this case was 5.85.

Task 37, (6.77) (An understanding of government and a sense of civic responsibility), was emphasized most strongly by principals from city, town or village schools. This group differed at the .05 level with principals from separate or private Catholic schools. While not significant at the .01, .02, and .05 levels of significance, the

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TABLE XXI

COMPARISON OF THE RANKING OF THE TASKS OF THE SCHOOL ASSOCIATED WITH DIFFERENCES IN THE TYPES OF DISTRICTS IN WHICH THE PRINCIPALS ARE EMPLOYED

TASKS  (N = 75)  (N = 19)  (N=10)  (N=		DIV	IS IONS	DIVISIONS OR COUNTIES	CITY, TOWN, OR V	VILLAGE	SEPARATE	OR PR	IVATE	SEPARATE OR PR	RIVATE
Rank Median Q   Rank Median Q   Rank Median Q   Rank Median Q   Rank Knowledge   12 <sup>a</sup>   2.917   1.010   13   2.875   1.302   6 <sup>a</sup>   4.300   0.725   15   2     Intellectual Skills   3   5.250   0.816   6   4.428   0.406   4   5.250   0.812   3   5     Creativity.		TASKS	(N = 7	(5)	Ä		(N=1	0) 0)		(PROTESTAN) (N=9)	<u> </u>
Knowledge         12a         2.917         1.010         13 c/4.28         1.302         6ac         4.300         0.725         15           Intellectual Skills         3         5.250         0.816         6a         4.428         0.406         4a         5.250         0.812         3           Greativity.         2         5.710         0.589         3         5.285         0.678         5         5.000         1.000         6         5.5           Desire for Knowledge I         6.217         0.750         1         6.769         0.474         1         6.250         0.609         1         6           Man to Fellow Man         5         4.920         0.821         2         5.650         0.774         1         6.250         0.609         1         6           Ann to Fellow Man         5         4.920         0.821         2         5.650         0.730         0.809         3         2         5           Anticles         6         4.920         0.821         4c         4.571         0.645         7.5         4.167         0.833         5         5           Physical         1         3.16         0.645         7.5         4.			Rank				Rank	Median	0		an Q
Creativity.   2	32.		12		13 °2.87	-; 0	ਯ			2.	.2
Man to Fellow Man         5         4.920         0.821         2         5.650         0.719         2.5         5.500         0.833         2         5           Citizenship         8         4.178         0.523         4 <sup>c</sup> / <sub>4</sub> ,571         0.640         11 <sup>c</sup> / <sub>5</sub> 3.700         0.300         9         3.5           Citizenship         8         4.178         0.523         4 <sup>c</sup> / <sub>4</sub> ,571         0.640         11 <sup>c</sup> / <sub>5</sub> 3.700         0.300         9         3.3           Patriotism         14         2.575         1.259         16 <sup>c</sup> / <sub>4</sub> ,145         1.075         13 <sup>c</sup> / <sub>6</sub> 3.100         0.500         10         3.3           World Citizenship         7         4,419         0.613         5 <sup>c</sup> / <sub>4</sub> ,555         0.645         7.5         4.167         0.812         11         3.700         0.801         11         3.500         0.687         1.5         4.167         0.812         11         3.500         0.687         1.5         4.167         0.833         5         5         4.5         5         4.5         5         4.167         0.837         5         5         5         5         5         5         5         5         5         5	33.	al Skill			6 4.42 3 5.28		4 5	• •	• •		0.621
Man to Fellow Man         5         4.920         0.821         2         5.650         0.719         2,5         5.500         0.833         2         5.500         0.300         9         3.700         0.300         9         3.700         0.300         9         3.700         0.300         9         3.700         0.300         9         3.700         0.300         9         3.700         0.300         9         3.700         0.300         9         3.700         0.300         9         3.700         0.300         9         3.700         0.300         9         3.700         0.300         9         3.700         0.300         9         3.700         0.300         9         3.700         0.300         9         3.700         0.300         9         3.700         0.300         9         3.700         0.300         9         3.700         0.800         9         4.167         0.812         11ac         3.700         0.812         11ac         3.500         0.687         1.25         4.167         0.833         5.500         0.937         4.5         5.500         0.937         4.5         5.500         0.937         4.5         4.000         0.708         8.3         4.041	35.	Desire for Knowledg		217 0.7	1 6.76	0		. 2	9.	9	• 5
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Patriotism         14         2.575         1.259         16         1.450         1.075         13         3.100         0.500         10         3.           World Citizenship         7         4.419         0.613         5         4.555         0.645         7.5         4.167         0.812         11         3.           Physical         11         3.162         0.646         11         3.250         0.587         12         3.500         0.687         12         3.           Emotional         4         5.023         0.949         7         4.312         0.687         7.5         4.167         0.833         5         5.           Ethical         6         4.609         0.737         8         4.250         0.931         2.5         5.500         0.937         4         5.           Aesthetical         10         3.818         0.978         9         4.041         0.677         9         4.000         0.708         8         3.           Vocation-Selective         9         3.914         0.581         10         3.778         0.550         10         3.750         0.621         7         4.000         0.708         18         2	37.	Citizenship	<b>∞</b>		4° 4.	0	<b>5</b> (	•	•	3.8	0.303
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Ethical       6       4.609       0.737       8       4.250       0.931       2.5       5.500       0.937       4       5.         Aesthetical       10       3.818       0.978       9       4.041       0.677       9       4.000       0.708       8       3.         Vocation-Selective       9       3.914       0.581       10       3.778       0.550       10       3.750       0.621       7       4.         Vocation-Preparativel5       2.431       0.891       12       3.000       1.135       16       2.000       1.062       13       2.         Home and Family       16       2.171       0.622       15       2.312       0.719       14.5       2.500       1.000       14       2.         Consumer       13       2.774       0.636       14       2.687       0.667       14.5       2.500       0.729       16       2.         rage of the Q       0.777       0.777       0.703       0.765       0.765       0.765       0.765       0.765	41.	Emotional	4	0	7 4.3	0.68	7.5	•	.83	5.	$\infty$
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Vocation-Selective       9       3.914       0.581       10       3.778       0.550       10       3.750       0.621       7       4.         Vocation-Preparativel5       2.431       0.891       12       3.000       1.135       16       2.000       1.062       13       2.         Home and Family       16       2.171       0.622       15       2.312       0.719       14.5       2.500       1.000       14       2.         Consumer       13       2.774       0.636       14       2.687       0.667       14.5       2.500       0.729       16       2.         rage of the Q       0.777       0.703       0.703       0.765	43.	Aesthetical	10		0.4 6	0.67	σ	•	.70	ကိ	9.
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(a) significant at the .01 level.(c) significant at the .05 level.

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values of chi-square obtained by comparing the ranking of this task by the former group with the others were high. Between this group and principals in division or rural county schools, the value was 2.58; with principals from separate or private Catholic schools, the value was 4.76. The ranking of this task by principals from division or rural county schools differed sufficiently with principals from separate and private Protestant schools to produce a value for chi-square of 3.29.

The comparison of the ranking of Task 38, (6.14) (Loyalty to American and the American way of life), between principals in separate or private Catholic schools and those in city, town, or village schools was significant at the .05 level. Two other comparisons yielded values for chi-square which were almost significant at the .05 level. Principals in separate or private Catholic schools assigned higher priority to this task than principals in city, town, or village schools. The value of chi-square in this case was 5.49. Principals in separate or private Protestant schools emphasized this task more highly than did principals in separate or private Catholic schools; in this case the value of chi-square was 5.21.

The ranking of Task 39, (9.60) (Knowledge of world affairs and the inter-relationships among peoples), was significantly different at the .01 between principals in division or rural country schools and the principals in separate or private Protestant schools. The comparison of the ranking by the latter yielded a significant difference at the .05 level with the ranking of principals from city, town, or village

schools.

Principals from division and rural country schools and from separate or private Protestant schools assigned greater importance to Task 41, (An emotionally stable person), than did the other two groups. The values of the chi-square when comparing the first group with principals from separate or private Catholic schools and those from city, town, or village schools were 2.27 and 3.27 respectively. Comparisons of the ranking of the second group with the principals from city, town, or village schools and those from separate or private Catholic schools yielded values for chi-square of 3.11 and 2.70 respectively.

Principals from separate or private Catholic schools assigned high value to Task 42, (A sense of right and wrong). Comparison of the ranking of this task by the Catholic group and the principals from division or rural county schools yielded a value of 2.63 for chi-square; between the former group and principals from city, town, or village schools the value was 2.20. Comparison of the ranking of this task between principals from separate or private Protestant schools and principals from division or rural county schools produced a value for chi-square of 4.06, and the comparing of the ranking of the former group with principals in city, town, or village schools produced a value of 5.34.

Since significant differences at the .01 level of confidence were obtained, the null hypothesis is rejected and the alternative hypothesis is accepted. There are significant differences based on the type of school district by which the principal is employed.

#### II. SUMMARY OF CHAPTER V.

The purpose of this study was to determine which priority the secondary school principals in the schools of Alberta assign to each task of the school, and to discover whether any correlation exists between the ranking of the tasks and certain variables of the principals and of the schools.

To determine whether the apparent agreement existing among the principals in the ranking of the tasks of the high school was better than what could be expected by chance happenings, the Kendall Coefficient of Concordance (W) was computed. The value of "W" was found to be 0.463, the value of chi-square was 792.427. This value turned out to be significant at the .001 level of confidence.

The tasks in the Intellectual Dimension were preferred by every sub-population. Almost unanimous agreement was reached on classifying Task 35, (A continuing desire for knowledge--the inquiring mind), as the primary objective of the school. No other task produced such mutual accord.

No significant differences were observed at the .01, .02, and .05 levels of confidence on the ranking of four other tasks. There were, however, slight preferences indicated by the ranking of the tasks. These tasks were: Task 40, (A well cared for, well developed body); Task 43, (Enjoyment of cultural activities—the finer things of life); Task 44, (Information and guidance for wise occupational choice); and Task 46, (The homemaking and handyman skills related to family life).

Personal variables.

Neither sex nor age proved to be good predictors of educational

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viewpoints.

Men principals assigned greater priority to Task 33 (Efficient use of the 3 R's), and Task 47, (Management of personal finances and wise buying habits). Women, on the other hand, preferred Task 41, (An emotionally stable person), Task 42, (A sense of right and wrong), and Task 36, (A feeling for other people and the ability to live and work in harmony).

Downey reports that men favored learning skills, creativity, physical, and morality; while women prefered aesthetic. 1

The findings of the present study indicated that morality and learning skills were favored by women rather than men. The other three preferences seem to be supported, but the differences are so slight that firm conclusions cannot be drawn.

Younger principals showed marked preference for Task 33, (The efficient use of the 3 R's). Older principals favored Task 38, (Loyalty to America and the American way of life), and Task 41, (An emotionally stable person).

Downey reports that educators under 45 years of age favored vocational guidance, world citizenship, desire to learn, fund of knowledge, and citizenship. Educators over 45 years of age prefered aesthetic appreciation, morality, physical, patriotism, and emotional. 2

<sup>1</sup>L. W. Downey, The Task of Public Education (University of Chicago, Chicago: Midwest Administration Center, 1960) (Mimeographed), p. 52.

<sup>&</sup>lt;sup>2</sup>Ibid., p. 51.

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Only the last two listed by Downey were found to be among those tasks yielding the highest degree of significance. The differences exhibited on the other tasks are so minimal that they do not permit the drawing of conclusions with any degree of confidence.

### Social variables.

Among the four variables, religious preference, marital status, ethnic origin, and the age group of the principal's offspring; religious preference proved the best predictor of educational viewpoints.

Protestant principals assigned higher preference to Task 37,

(An understanding of government and a sense of civic responsibility);

Catholic principals favored Task 38, (Loyalty to America and the American way of life), and Task 42, (A sense of right and wrong--a standard of moral behavior). Principals in the Category "Other" gave preference to Task 34, (The habit of weighing facts and applying them to the solution of problems) and to Task 39, (Knowledge of world affairs and the inter-relationships among peoples).

Downey reports that Catholic educators assigned more importance to morality and patriotism and that Protestant educators favored physical. The findings of this study support these findings in all cases.

When principals were classified according to marital status, significant differences were expressed at the .05 level on the ranking of two tasks and enough difference on the ranking of another to be almost significant at the same level. Married principals showed preference for Task 37, (An understanding of government and a sense of civic

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responsibility), and for Task 47, (Management of personal finances and wise buying habits). Single principals favored Task 37, (An understanding for government and a sense of civic responsibility). Members of religious orders preferred Task 43, (Enjoyment of the cultural activities—the finer things of life).

The classification of principals in various ethnic origin groups indicated significant disagreement on the ranking of three tasks of the high school. Principals of French origin assigned higher preference to Task 42, (A sense of right and wrong--a moral standard of behavior), than did the other groups. Principals of Other European origin favored Task 36, (A feeling for other people and the ability to live and work in harmony). Principals of Non-European origin preferred Task 37, (An understanding of government and a sense of civic responsibility).

Division of the principals according to the age groups of children provided one significant disagreement. Principals with children of school age favored Task 47, (Management of personal finances and wise buying habits), more highly than any other group of principals.

Academic and professional variables.

Five variables of the principals were included in this classification: years of training, major field of study, recency of tertiary education, teaching experience, and experience as principal. The years of training variable would seem to be the best predictor of educational viewpoints.

Principals with fewer years of training assigned higher priority to Task 38, (Loyalty to America and the American way of life), and to Task 41, (An emotionally stable person, prepared for life's realities).

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Principals with the most years of training favored Task 45,

(Specialized training for placement in a specific job).

When principals were classified according to their major field of studies, no significant differences were observed at the .01, .02, and .05 levels of confidence.

Principals who had undertaken formal studies within the last year favored Task 36, (A feeling for other people and the ability to live and work in harmony), more highly than did all other principals. The greatest difference was observed between this group and the principals who had been away from studies for only two years. Principals who had not undertaken studies within the last 7 years or more preferred Task 37, (An understanding of government and a sense of civic responsibility).

Principals with fewer and those with the most years of teaching experience assigned less importance to Task 33, (Efficient use of the 3 R's) than did the middle groups of principals. These two groups also agreed by giving more preference to Task 41, (An emotionally stable person prepared for life's realities), than the other groups. Principals with fewer years of experience favored two other tasks more strongly than did the others. These were Task 39, (Knowledge of world affairs and the inter-relationships among peoples), and Task 42, (A sense of right and wrong--a moral standard of behavior). Principals with 16 to 20 years experience preferred Task 34, (The habit of weighing facts and imaginatively applying them to the solutions of problems), than did all the others.

Principals, new at their position, assigned more importance to

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Task 34, (see above), but as principals gained more experience at their position the priority assigned to this task decreased. The ranking of Task 37, (An understanding of government and a sense of civic responsibility), exhibited the converse of the above trend; the lowest priority was assigned to it by principals who had only been a few years in their position, and the priority assigned to this task increased as the principals gained more experience in their position.

### Variables associated with types of schools and types of school districts.

No significance was found to exist on the comparing of the ranking of the tasks of the secondary school when the principals were classified according to the type of school in which they were employed.

The classification of principals according to their employing board produced significant preferences. Principals who were employed by division or rural county school board preferred Task 39, (Knowledge of world affairs and the inter-relationships among peoples), more highly than the other principals. Principals employed by a city, town, or village school board favored Task 37, (An understanding of government and a sense of civic responsibility), more strongly. Principals employed by a separate or private Catholic or Protestant, school board assigned higher priority to Task 42, (A sense of right and wrong--a moral standard of behavior). Principals employed by a separate or private Protestant school board favored most highly Task 38, (Loyalty to America and the American way of life).

#### CHAPTER VI

#### SUMMARY OF THE STUDY AND CONCLUSIONS

### Summary of the Study.

In an age when new knowledge is increasing at an unprecedented pace, and in a society that is demanding great efficiency on the part of its citizens, the tasks, or the emphasis placed on the tasks, of the high school must be adjusted periodically. This adjustment must take into account present and future conditions of society so that the transition for the present school students into productive members of society may be accomplished with a minimum of internal strife.

There are disagreements concerning the most appropriate tasks which the high school should pursue to achieve this. Some educators and non-educators would have the school devote all its energy and resources on academic goals; others would want the school to stress the more practical goals--preparation to enter the world of work--at the expense of the more academic. A third group believes that the arguments presented by both factions have definite merits, and that, therefore, a compromise including some elements from each of the divergent viewpoints should be incorporated in the curriculum of the modern high school.

It may be said that the goals of the high school are as wide as the goals of society itself. Since, however, the energy of the school is limited and since many other agencies besides the school also have the duty of imparting knowledge, the school must limite its goals to those for which it is best suited and leave certain educational objectives to other institutions.

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The setting of the goals for the high school is not easy. The objectives must incorporate the wishes of the population and at the same time be sufficiently realistic to meet the needs of the school generation. This would indicate that not only must the goals be set, but they must also be assigned priority. This priority must be continually assessed and re-adjusted to meet the changing conditions of society.

Among the few investigations instituted to determine the desires of the public and educators concerning the tasks of the secondary school, two surveys have been conducted using The T. P. E. Opinionnaire as the instrument for gathering opinions about the goals of the school. The T. P. E. Opinionnaire was also the instrument used in the present study to gather information on the educational viewpoints of principals in the Province of Alberta. It was felt that a study of this kind would provide realistic information on the tasks of the school because principals are in close contact with parents, teachers, and students, and that, therefore, the report of the survey would provide a reference for principals who are interested in comparing their views with those of their colleagues.

The present study attempted to determine which tasks of the high school were considered most important by the principals in the schools of Alberta. Two considerations were given special emphasis, (1) what priority was assigned to each task of the secondary school, and (2) what variables of the principal or the school was associated with the ranking of each task.

The sample population consisted of 150 principals drawn randomly

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from the total population of secondary principals in the Province of Alberta.

Thirteen hypotheses were proposed. It was believed that the variables included in the hypotheses would account for the variability observed in the assigning of priority to each of the tasks of the school by the secondary school principals. The following were the hypotheses:

- (1) There will be no significant differences in the ranking of the tasks of education based on the sex of the principal.
  - (2) There will be none based on the age of the principal.
- (3) There will be none based on the religious preference of the principal.
- (4) There will be none based on the marital status of the principal.
- (5) There will be none based on the ethnic origin of the principal.
- (6) There will be none based on the number of offspring the principal had, has, or will have attending school.
- (7) There will be none based on the amount of professional and academic training of the principal.
- (8) There will be none based on the major field of study of the principal.
- (9) There will be none based on the recency of formal education undertaken by the principal.
- (10) There will be none based on the teaching experience of the principal.

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- (11) There will be none based on the number of years as a principal.
- (12) There will be none based on the type of school in which the principal is employed.
- (13) There will be none based on the type of district in which the principal is employed.

## Summary of the Findings.

The rank for each task was determined by the computation of the median for each task and for each sub-population. The tasks were ranked according to the relative sizes of the medians. Comparison of the ranking of the tasks among each sub-population was performed by the application of the Kolmogorov-Smirnov two-sample test. The level of significance in the differences on the ranking of the tasks was ascertained by the computation of the chi-squares.

The analysis of the returned questionnaires indicated substantial agreement among the principals on the ranking of the tasks of the secondary school. The value obtained for the Kendall Coefficient of Concordance was significant at the .001 level of confidence. Even though agreement was very high, some variations were noted.

The total population of principals ranked the tasks of the high school in the following order of priority. The wording of the tasks is given as it is set down on the <u>Opinionnaire</u>; in brackets the wording for the corresponding task is given as it is set down by the Department of Education for the Province of Alberta.

(1) A continuing desire for knowledge--an inquiring mind.

(Ability to think, to express thought clearly and to read and listen with

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#### understanding.)

- (2) The habit of weighing facts and imaginatively applying them to the solution of problems. (Developing competence in meeting, and attempting to solve, public problems and issues which citizens are required to encounter and on which they must take action.)
- (3) A feeling for other people and the ability to live and work in harmony. (The development of character manifested in sound habits of behavior in social relationships.)
- (4) Efficient use of the 3 R's-- the basic tools for acquiring and communicating knowledge. (A broad understanding of the fundamental principles of mathematics and their importance in daily living: a mastery of mathematical skills necessary for vocational competence; ability to read as included in Preference 1 could also be included in this one.)
- (5) An emotionally stable person prepared for life's realities.

  (Mental health)
- (6) A sense of right and wrong--a moral standard of behavior.

  (The development of a pattern of values, attitudes, and ethical ideals which furnish justification for the good habits and culminate in a philosophy of life which recognizes the importance of religion.)
- (7) Knowledge of world affairs and the inter-relationships among peoples. (Acquiring insight into the historical background of contemporary society.)
- (8) An understanding of government and a sense of civic responsibility. (The relationship of the family to its neighbor and the community; the objective included in Preference 2 could also be included

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in this one.)

- (9) Information and guidance for wise occupational choice.

  (Become familiar with the range of vocational opportunities open to him, and also learn to take full advantage of school and extra-school guidance.)
- (10) Enjoyment of the cultural activities--the finer things of life. (An understanding and appreciation of cultural heritage, and also, the development of suitable recreational and leisure time activities.)
- (11) A well cared for, well developed body. (Health and physical fitness).
- (12) A fund of information about many things. (A broad understanding of the methods of science, its major findings and its influence on human affairs.)
- (13) Management of personal finances and wise buying habits.

  (Developing consumer competence.)
- (14) Loyalty to America and American way of life. (Developing democratic attitudes and behavior in all social situations.)
- (15) Specialized training for placement in a specific job.

  (Achieve an acceptance of his own capacities as indicated by professional analysis of interests, socio-economic status, aptitudes, personality, and native intelligence.)
- (16) The homemaking and handyman related skills to family living.

  (The responsibility and privileges of the members of the family group.)

  Conclusions.

It has already been stated that there was considerable agreement on the ranking of the tasks of the high school within and among the

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various groups. There was no significant disagreement at the .01, .02, and .05 levels of confidence on the ranking of five tasks. In general it may be concluded that more intellectual tasks were assigned higher priority than tasks in the other dimensions.

On the other hand, there was disagreement within the sub-publics as well as among the various classifications of each sub-population. For example, the task which was given the first rank by all groups was assigned all of the ranks from one to seven; however, more than seventy-one percent of the principals gave this task a value of either 6 or 7.

## Opinions related to the variables considered.

In the following section, the rank order established by comparing the sizes of the medians for the tasks as computed for the total sample population is followed. The significant differences for the sub-publics are noted and, when possible, an attempt is made to explain the reasons for the variations.

Preference 1, A continuing desire for knowledge--an inquiring mind, was ranked such by all sub-publics except when principals were classified according to their religious preference. In this case, principals who were neither adherents to the Catholic or Protestant faiths, but adherents to other denominations ranked this task as second in importance, the difference, however, was not significant even at the .20 level of confidence.

Preference 2, The habit of weighing facts and imaginatively applying them to the solution of problems, was ranked in importance from

the second position to the sixth. The highest priority was given to it by principals who were Protestant, had been teaching for over 21 years, but had only been in the position of principal from 0 to 2 years. The lowest priority was assigned to it by principals who were Catholic, had been teaching from 16 to 20 years, and had been in the principal position for over 9 years.

Preference 3, A feeling for other people and the ability to live and work in harmony, was ranked in importance from the second to the sixth position. It was favored most highly by principals who were of "other European" extraction, and favored least by principals who had undertaken formal studies within the last two years.

It could be that the principals in this category are new Canadians or only one generation removed; in such a case the difficulties associated with establishing oneself in a new country could account for the priority given this task.

Preference 4, Efficient use of the 3 R's-- the basic tools for acquiring and communicating knowledge, was ranked from the second position to the eighth. This task was favored most highly by principals within the age group 34 to 45 years and by principals with 16 to 20 years of teaching experience. It was ranked lowest by principals over 54 years of age, and by those having more than 21 years of teaching experience.

It is to be noted that the two variables, age and teaching experience, involved may be dependent since both represent roughly the same age groups. The agreement between the youngest and the oldest principals was closer to one another than it was with the middle age

groups; the same phenomenon was observed between principals with the fewest years of teaching and those with the most. It could be that as principals gain experience, they realize that the school is judged by the public on the number of successful candidates on external examinations. One of the best way to increase the number of successes is to stress this task. As principals near their retirement age, the opinion of the public does not affect them as much.

Preference 5, An emotionally stable person prepared for life's realities, was assigned anywhere from the third position to the eighth. It was stressed most highly by principals with 1 to 4 years of training and by principals with 0 to 5 years of teaching experience.

It may be that inexperienced principals feel that it is there duty to help emotionally disturbed students, but that as they gain experience, they come to realize that troubled students may be more profitably treated by more competent agencies. This does not imply lack of concern by the more experienced principals, but rather the realization that more benefit would accrue to the students by referring them to more qualified persons or institutions.

Preference 6, A sense of right and wrong--a moral standard of behavior, was ranked from the third position to the seventh. It was stressed most highly by principals who were Catholic, and who were of French origin. It was stressed least by principals who were Protestant, and who were of non-European origin.

It is believed that this task is considered neither more nor less important by any group of principals. This conclusion is supported by the ranking of this task between principals holding positions in

separate or private districts be they Catholic or Protestant. In this case the comparison of the ranking of this task produced a value for chisquare of 0.68. It is not significant at any level of confidence.

However, it is believed that Protestant principals in public schools feel that the duty for teaching this task rests primarily with the home; Catholic principals feel that it is the joint duty of both the home and the school.

Preference 7, Knowledge of world affairs and the inter-relation-ships among peoples, was ranked from the sixth to the eleventh position. It was ranked highest by principals who are adherents to the Protestant or "Other" faiths, holding their position in a separate or private Protestant district, and having from 0 to 5 years of teaching experience. It was stressed least by principals who are adherents to the Catholic faith or are not adherents to any organized denomination, are holding their position in a school division or rural county, and have 16 years or more of teaching experience.

The youngest principals favored this task more highly than did the oldest principals, but not significantly. When the principals were classified according to their teaching experience, only the youngest of the first age group were included in the group with 0 to 5 years. These young principals were born either during or shortly after World War II. It could be that the importance of the international conflict during their younger years had impressed on them the importance of this task. No explanation can be offered why principals in separate or private Protestant districts ranked this task significantly different

at the .01 level from principals in division or rural county districts.

Preference 8, An understanding of government and a sense of civic responsibility, was ranked from the second to the thirteenth position. It was ranked highest by principals who are of non-European origin, by those holding their position in a city, town or village district, and by those who have from 6 to 8 years of experience as principals. This task was assigned its lowest position by principals who are Catholic, by those who are of French or Ukrainian origins, and by those having only 0 to 2 years experience as principals.

It may be that principals of non-European origin assigned such high preference to this task because of the difficulties they experienced in learning about our form of government. It may be that older principals holding position in city, town or village districts developed a greater interest in government due to closer contact with the local government.

Preference 9, Information and guidance for wise occupational choice, and Preference 10, Enjoyment of cultural activities—the finer things of life, were not ranked significantly different by any of the various sub-publics. The former was ranked from sixth to eleventh position. The latter was ranked from the fifth to the tenth position.

Preference 11,A well cared for, well developed body, also did not produce any significant differences. It was ranked from the eleventh to the thirteenth position.

Preference 12, A fund of information about many things, was ranked from the tenth to the sixteenth position. The greatest emphasis

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Was placed on this task by principals teaching in separate or private

Catholic districts. Lowest emphasis was given this task by principals

holding their position either in a division or rural district, or in

a city, town, or village district. One reason for the high priority

assigned to this task by principals from separate or private school

districts may be found in a statement from the Minority Report of the

Alberta Commission on Education, "The essentialist honors critical

thinking as highly as the progressivist, but permits the child to indulge

in it only after he has acquired a wide range of knowledge in a logical

pattern upon which he will then draw to solve any number of problems."

The above statement may also account why Catholic principals assigned

such a low emphasis to the task which was given second preference, creativity

Preference 13, Management of personal finances and wise buying, was stressed most strongly by married principals and especially those with children of school age.

Principals who fall in these two categories are probably more aware of the importance of this task in the lives of people and also of the difficulties of imparting this knowledge successfully to children; therefore, they may feel that a joint effort by the home and the school is more effective.

Preference 14, Loyalty to America and the American way of life, was placed from the tenth to the sixteenth position. It was stressed by principals holding positions in separate or private districts, either

<sup>&</sup>lt;sup>1</sup>John S. Cormack, "Minority Report," <u>Report of the Royal Commission</u> on <u>Education</u>, (Edmonton: The Queen's Printer, 1959), p. 388.

Catholic or Protestant; by principals having 4 years of training, by principals who are Catholic, and finally by principals who are 54 years of age or over.

Preference 15, Specialized training for placement in a specific job, was ranked from the eleventh to the sixteenth position. Only one significant difference was observed, principals with 6 to 7 years of training stressed this task more than did the principals with less training.

Preference 16, The homemaking and handyman related skills to family living, was ranked from thirteenth to sixteenth position. No significant differences were observed among any of the sub-publics.

It must be noted that the ranking of the tasks of the high school represents a difference in degree and not in direction. A higher preference by a sub-public for one task necessarily caused differences with the other sub-publics in the ranking of the other tasks.

Some tasks were ranked so similarly that their relative positions in relation to the other tasks were determined by the value of the first or second digit after the decimal point. For this reason only differences significant at the highest levels must be considered conclusive.

Of the variables considered, "age" seems to be the better

predictor of educational viewpoint in the personal category. In the

social category "religious preference" would appear to be the best

predictor. "Years of training" and "years of teaching experience" would

seem to be the two best in the academic and professional category. Finally

of the two remaining variables, the school district by which the principal

is employed would seem to be the better.

## Suggestions for further studies.

It should be profitable to conduct a study on the opinions of teachers concerning the tasks of the secondary school and to compare the opinions with those of principals. Such a project could be planned to have a better representation for certain sub-publics. Some sub-publics, even though proportionally representative in this study, were, nevertheless, numerically small.

In the last decade or so, there has been an increased emphasis placed on the construction of technical and vocational schools. A study might be undertaken in a district or districts that have benefitted from such schools to determine if the viewpoints of the educators and the public are still comparable to the findings reported by Andrews in Tasks of Alberta Schools: Public and Professional Opinion.

## Recommendations.

Since the goals of any institutions are so vital to its success, and since the goals of education should not be static but dynamic, the following three recommendations are offered:

- 1. That the Departments of Education continually assess the correlation between the objectives that they establish for the school and the objectives held by the teaching personnel of the province.
- 2. That the principal in any school take steps to have the teaching staff assign an order of priority to the objectives set by the Department of Education for that province.
- 3. That the goals of the school be explained to the patrons of the school, and that the latter be given an opportunity to express their

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views with the possibility of causing some change in preference if the views are supported by sound reasoning.

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## APPENDIX A

THE T. P. E. OPINIONNAIRE



# THE T.P.E. OPINIONNAIRE

AN INSTRUMENT FOR OBTAINING OPINIONS REGARDING

## THE TASK OF PUBLIC EDUCATION

Midwest Administration Center
The University of Chicago

1

You are participating in a nationwide survey of the TASK OF PUBLIC EDUCATION, a project sponsored by the Midwest Administration Center, The University of -Chicago.

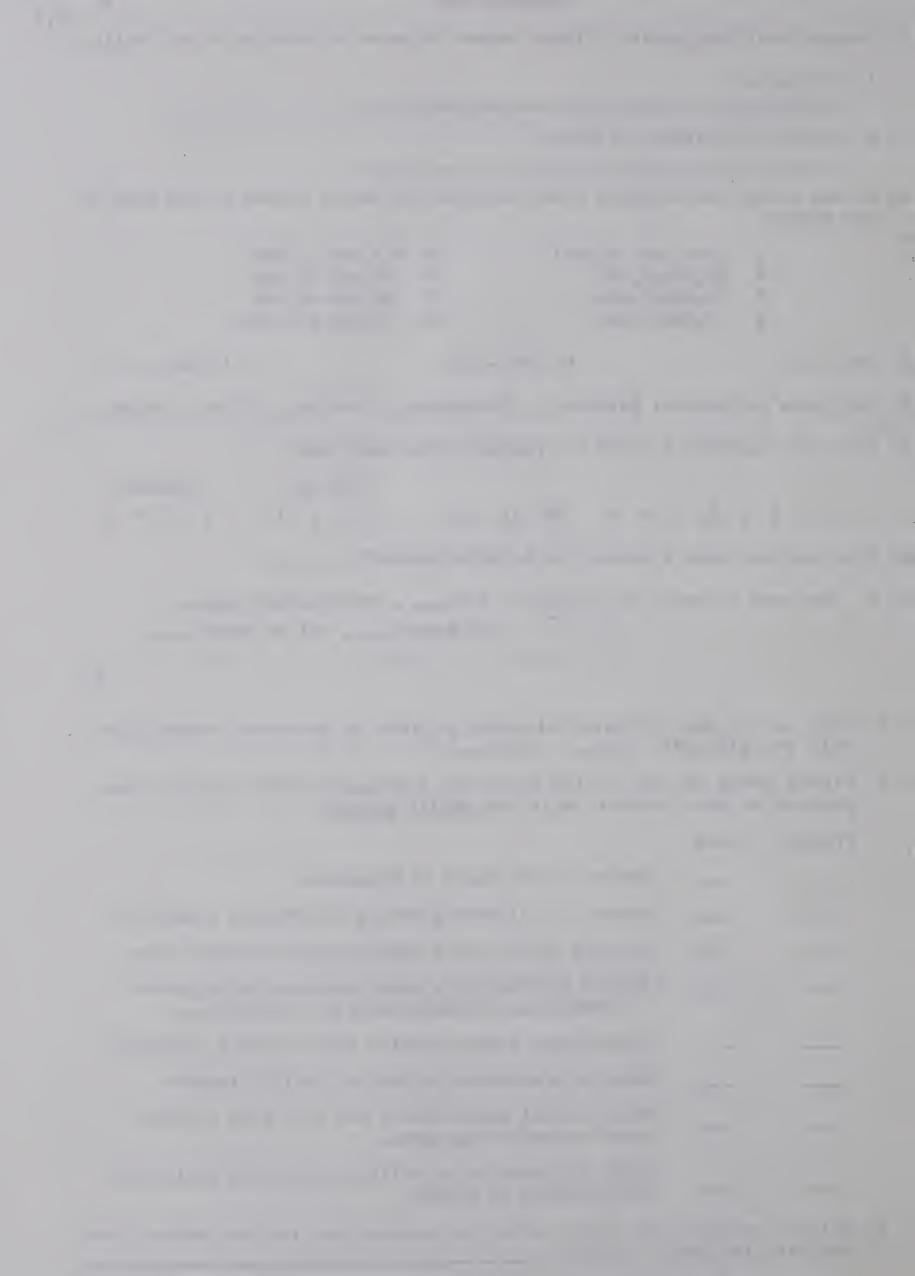
The T.P.E. Opinionnaire is not a test of your knowledge or skill. It is simply a device to record your opinions about the job of the public school.

In the first section, you are asked to provide certain information about yourself--but, you will note, we do not require your name. Information and opinions will not be identified with individuals.

Now please turn to section one and answer all questions to the best of your ability, being assured that your anonymity will be carefully protected.



7. Occupational design	ation: Please an	swer in t	erms of the hea	d of the family.
A. Occupation				
B. Industry, Busine	ss, or Place	,		
8. Please circle the c the family.	ategory which co	ntains th	e annual incom	e of the head of
2 \$2,00 3 4,00	than \$2,000 0-3,999 0-5,999 0-7,999		\$ 8,000- 9,999 10,000-11,999 12,000-13,999 14,000 and ov	
9. Age	10. Sex			11. Race
.2. Religious preferenc	e: Catholic, P	rotestant	, Jewish,	Other_, None
3. Years of education	(circle the high	est grade	completed):	•
•			College	Graduate
1 2 3 4 5 6 7	8 9 10 11	. 12	1 2 3 4	1 2 3 4
4. Have you ever been	a teacher in a p	ublic sch	001?	
5. A. How many childr	en do you have:		, below school	
· · · · · · · · · · · · · · · · · · ·				3
B. Have any of your will any attend?			ate or parochi	al school? (or
C. Please check (/) present or past	any of the foll	lowing st		n describe your
Present Past				
	Member of the	Board of	Education	
. Grandelle Gardeyster	Member of cit	izens plar	nning or adviso	ory committee
Oversence Sugarouseur	Elected office	er in a sc	chool-parents d	organization
Order-markets Order-markets	•		chool-parents onally, Rai	
e Generalisas	Attend most so	chool affa	airs which invo	olve my child
. Gungagating Gungating .	Make it a prac	ctice to m	neet my child's	s teacher
————————————————————————————————————	Visit school of about my child			ith teachers
group garage Chanada and an	Talk with each and progress a			his activities
D. Briefly describe had with the pub		act or ass	sociation you	now have or have



If you attended a public school or have children attending public school, you will naturally have some feelings about the job of the public school. Even if you feel no direct tie to the public school, as might be the case if you send your children to private schools, you pay taxes to support public schools, and you are called upon to vote on issues about the public schools. It is clear, then, that every adult has an opinion that counts about the relative importance of the various elements of the task of the public school.

Please assume for the next twenty or thirty minutes that you have a youngster in a public school. Assume, too, that this school, for financial reasons, finds it necessary to decrease the number of functions or services that it can perform. The Board of Education faces the problem of deciding which functions to drop and which to retain. As a parent, your opinion is sought by the Board.

You realize that children and young adults must learn many things--some from their homes, some from their church, and some from the public school. You must decide now which functions belong to the school and which are most important.

Now, imagine that pages 4 and 5 have been provided by the Board. One deals with the public elementary school and the other with the high school. Please read the instructions carefully and proceed as advised.

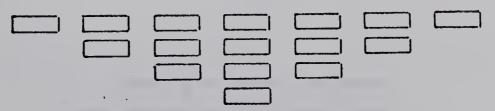
THE TASK OF THE PUBLIC ELEMENTARY SCHOOL

5

The services or functions your elementary school now performs are listed on the blue cards attached to this page. Please indicate your opinion of their importance as tasks of the elementary school in the following way:

First, read them carefully and sort them into three piles on the desk before you. On the left, place the three or four which you regard as most important. On the right, place the three or four which are least important. Place the remainder in a pile in the middle.

Now, sort them further into seven piles—the one most important in the first pile, the two next important in the second pile, three next important in the third pile, four in the fourth, three in the fifth, two in the sixth, and the one least important in the seventh. When you have finished, your sort will look like this:



Remember, you are not ranking these items simply in terms of their importance—but in terms of their importance as tasks of the public elementary school. When you are satisfied with your sort, place the cards in the slots below, as you have sorted them—one in slot 1, two in 2, and so on.

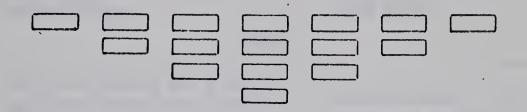
1	2 .	3	4	5	, 6	7
		-				
0ne	Two	Three	Four	Three	Two	0ne
Most	Next	Next	Next	Next'	Next	Least
portant	Important	Important	Important	Important	Important	Important



The services or functions your high school now performs are listed on the yellow cards. Please sort them as you did the others.

First, sort them into three rough piles--most important, important, and least important.

Now, sort them into seven piles as before. Your final sorting will look like this:



Once again, remember you are ranking these items in terms of their importance as tasks of the public high school. When you are satisfied with your sort, insert the cards in the slots as you did before.

1	2	3	4	5	6	7
One Most	Two Next Important	Three Next Important	Four Next Important	Three Next Important	Two Next Important	One Least Important

When you have completed the second sort, please close the booklet carefully and hand it to the examiner.

Thank you for your time and cooperation.

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A fund of information about many things.	A well cared for, well devel- oped body.
. (32)	(40)
Efficient use of the 3 R's the basic tools for acquiring and communicating knowl- edge. (33)	An emotionally stable person, prepared for life's realities.
The habit of weighing facts and imaginatively applying them to the solution of problems.	A sense of right and wrong a moral standard of behavior.
(34)	(42)
A continuing desire for knowledgethe inquiring mind.  (35)	Enjoyment of cultural activities—the finer things of life.  (43)
A feeling for other people and the ability to live and work in harmony.	Information and guidance for wise occupational choice.
(36)	(44)
An understanding of govern- ment and a sense of civic re- sponsibility.	Specialized training for place-ment in a specific job.
(37)	<b>(</b> 45)
Loyalty to America and the American way of life.	The homemaking and handy- man skills related to family life.
(38)	(46)
Knowledge of world affairs and the inter-relationships among peoples.  (39)	Management of personal finances and wise buying habits.  (47)

High School Task Items (yellow card)



## APPENDIX B

LETTERS TO PRINCIPALS

AND

EDUCATIONAL-PERSONAL INFORMATION SECTION

or Andrewson

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DATE OF THE REAL PROPERTY.

10920 - 82nd Avenue, Edmonton, Alberta, February 14th, 1967.

## Dear Principal:

I am taking the liberty of attaching a questionnaire which is part of a research project investigating the emphasis placed on the various tasks of education by secondary school principals. Although I expect that the results of the research may have implications for arriving at satisfactory goals for schools, the study is primarily part of my program of graduate study leading to a master's degree in School Administration.

Your name was selected at random from among the secondary principals of the province of Alberta. I earnestly solicit your cooperation in completing the questionnaire as soon as possible. It would be very helpful if this could be done within a week. Your responses are assured complete anonymity; please do not sign the questionnaire.

May I express my sincere thanks for your cooperation in advance. I understand the demands made on your time and therefore am especially grateful for your cooperation.

Yours very sincerely,

J. Roland aucoin.

## P.S. INSTRUCTION FOR FILLING QUESTIONNAIRE

Please complete the <u>Educational - Personal Information</u>

<u>Section</u> (separate sheet). This will replace Section One, page two (2) of <u>The T.P.E. Opinionnaire</u>.

You are asked to complete page six (6) only of the booklet, The T.P.E. Opinionnaire.

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INST	RUCTIONS:		_		<del>-</del>
7.	Age:		13.	Religion preferen	ce:
8.	Sex: Male	Female		Protestant Jewish None	Catholic
9.	Years of t  1 2 3 4 5	eaching experience:  6 to 10  11 to 15  16 to 20  21 or more	14.	British Ukrainian Other Europea	French
10.		eacher education (as per for salaries):	Jewish None  14. Ethnic origin (as per census):  British French Ukrainian Polish Other European Other (specify)  s per 15. Marital status:  Married Divorced Religious  16. How many children do you have?  Below school age Of school age Post school age None  17. Indicate last year enrolled at university:  Full term Summer Zation?  18. Type of school in which you teach Academic Technical Composite  of school unit by which you are employed?  or rural county of district cool district		
	1	4 5			
	3 7 or m	6	16.	How many children	do you have?
1.	Years of e	xperience as principal:  5		Of school age Post school age	
	3	7 8 9	17.	•	r enrolled at
12.	What is vo	ur area of specializatio	n?	Full term	Summer
0	Mathematic	s		Type of school in	which you teach
	Social Stu Science Modern or languag Other (spe	Classicale			
	19.	What is the type of sc	hool u	nit by which you a	re employed?
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		- resiliences to seek	

## Follow-up Letter to Principals

10920 - 82nd Avenue Edmonton, Alberta March, 1967

Dear Principal:

Two weeks ago, I mailed you a questionnaire which I asked you to complete and return within a week. While the response to my request has been excellent, I do not have the pleasure of counting your completed questionnaire among the others.

Because I would like to make this study as valid and reliable as possible, I shall presume on your good nature and humbly request that you fill in the questionnaire and return it at your earliest convenience. If you have already done so, please disregard this letter and accept my apologies.

Yours very sincerely,

J. Roland Aucoin

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